

the

SHAKERITE

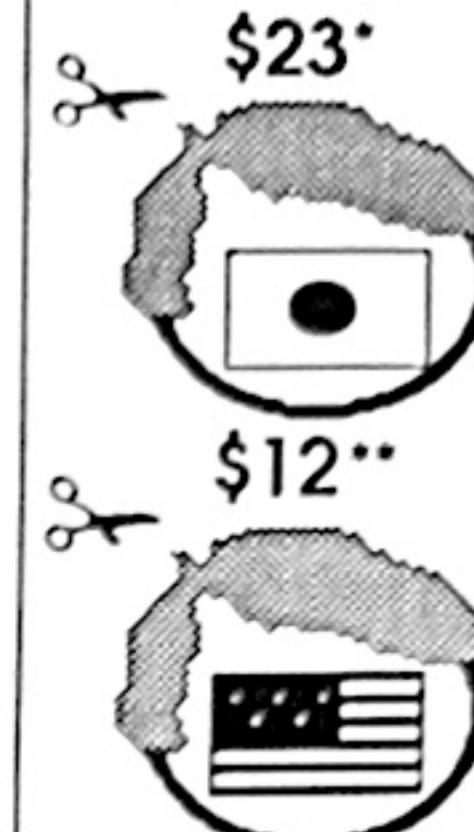
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HAKER HEIGHTS HIGH SCHOOL

VOLUME 59, NUMBER 5

SHAKER HEIGHTS, OHIO 44120

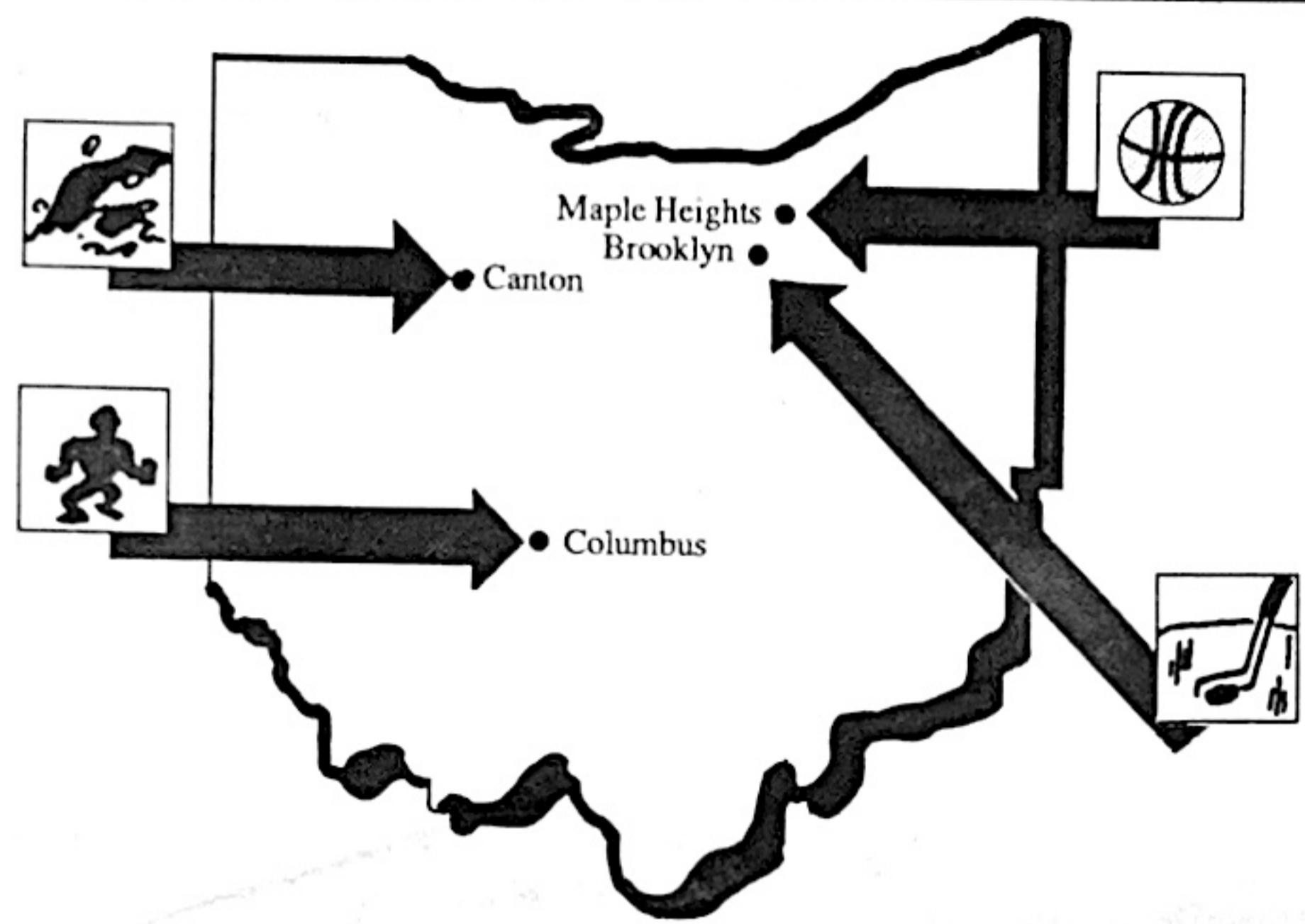
March 15, 1989



Japan is a beautiful place to visit, but it is not advisable to get a haircut there. The prices of consumer needs in Japan are considerably higher than in the U.S.

*Source: Yoshinari Hamakawa

** Source: Shakerite poll



TOURING THE STATE. Winter sports teams traveled Ohio to compete in state, district and sectional meets. Read pages 14-16 to find out how they finished.

Students create new organization to promote unity

BY STEVE LEE
Staff Reporter

In response to a speech by attorney Annette Butler at the Feb. 10 EXCEL assembly, sophomore Randall Stokes is organizing a new group called Unity to help solve the racial problems within the high school and the community.

According to Stokes, Butler acknowledged the existence of racial conflicts within the school but questioned what was being done about the problem.

Stokes said that he has already formulated several goals for Unity.

"Our main objective is to promote a more positive image of blacks," Stokes said. "We hope to create unity and cultural awareness, push academic excellence, decrease the number of violent attacks committed by black students and create a more positive attitude toward school."

Assistant principal Isaac Smith said that the group will not be officially recognized by the administration until a suitable adviser is found and a formal proposal is submitted and approved.

According to Stokes, several adults have already expressed interest in becoming an adviser for Unity, among them are Push Excel Director Henry Woodard and SGORR adviser Marsha Jaffe.

In addition, the group plans on inviting speakers to the school to help motivate the students.

According to Stokes, Jake Breland, vice-president of the Federal Reserve Bank is one of the scheduled speakers.

"I believe that any group of students that takes hold of the [racial] problem and is willing to take the time and effort to find a solution has a good idea, and I will endorse such a group as long as it has a positive outcome," Breland said.

Breland said that by speaking to the group, he hopes to motivate the students in terms of their career objectives and positions in society, and to give them a clear sense of mission.

Stokes hopes that future speakers will include Dr. Charles Ross, a professor of Afro-American studies at Ohio State University and Alex Haley, author of "Roots."

(Continued on page 3.)

Chorus festival hits sour note

BY SARAH DAVIS
Centerpiece Editor

"It seems ridiculous that this happened at a choir festival," junior Kyle Freimuth said.

An unidentified male attacked a female white Shaker sophomore on her way to the women's restroom at Normandy High School. There, she and the Shaker choir were attending the LEL Chorus Festival, Feb. 23. As of press time, the assailant has not been identified.

News of the incident spread quickly among the choir members that evening. Many students became enraged, and according to witnesses, there was almost a riot in the Normandy parking lot that evening. According to Freimuth, Shaw students in attendance took responsibility for the attack and Shaker students had to be pulled on to their buses.

Choir director Ronald Morgan, along with students from Shaker, ensured that everyone safely boarded the bus home. Junior Randy Callieham assisted Morgan.

"I talked to Mr. Morgan and I got my head together," Callieham said. "I calmed the others because they were ready to beat up the Shaw choir."

According to witnesses, the buses made it safely home to Shaker after students from the LEL schools had stood nose to nose in Normandy's parking lot.

The victim said that the assault lasted between one and five minutes. She added that the incident occurred in the hallway outside the auditorium during an intermission between the choirs' individual performances and the choirs' combined performances.

The victim said that after she was attacked from behind, her head was immediately slammed into the wall and her face was turned away so she could not see the assailant clearly.

According to the assaulted, the assailant was a black male wearing a black choir robe. From the way he knocked her head into the wall and kicked her, she sensed that he was tall.

According to assistant principal Robert Mohney, the assailant has not yet been identified. According to several Shaker choir members present at the festival, the assailant was a member of the Shaw choir. Shaw choir director

66
I do not see this as a Shaker-Shaw incident, but I think it is just someone with a crazy criminal mind because normal people do not do this.

—RONALD MORGAN

going to rape you, Shaker.' He kept referring to me as Shaker," she said. "He started lifting up my skirt."

At that point in time, two Normandy students heard the screaming and began to open a heavy door from a nearby room. The assailant heard the door and slammed his victim's head into the wall a last time, saying that his blows had been for all of Shaker.

"Only one individual did it, Shaw or Shaker as a school are not responsible," the victim said. "But all these rivalries are responsible. Most kids do not hate Shaw; they just like to fight."

The next morning, the student and her mother met with Shaker's administration to discuss the incident.

The mother was mainly concerned that Shaker students understand that taking up the assailant's challenge would only give him undue attention.

"It would be even sadder if what happened created further violence," the mother said. "One violent act is enough."

Some of the choir students saw the sophomore that evening, but tempers had already been flaring. According to Callieham and Freimuth, during dinner some students from Shaw had acted belligerently towards Shaker.

Callieham explained the origin of Shaker's anger.

"You beat up a girl, you pay. What made me mad about what happened was the fact that was a black guy that beat up a white girl," said Callieham. "As soon as this happens, there is racial violence and school violence."

SET FOR BIG BUSINESS

Custodian Donald Burton is known as a handyman to his fellow workers. After 31 years in the district, 17 of which have been at the high school, Burton deserves a change, according to other custodians.

Burton's boss, Tim Bates, said that he was more than a typical custodian. He examined machines that needed repair and taught himself how to fix them.

After serving as head custodian at Woodbury Jr. High School, he was transferred to the high school. He claims that he did not like giving orders to others. He liked completing the tasks himself.

Burton lives in East Cleveland with his wife and five children and now plans to start a business as a repair man.

According to Principal Jack Rumbaugh, the district will miss him.

"Burton is one of those guys you can go to at the last minute, and he delivers," Rumbaugh said.

TAYLOR HEADS BOARD

Charles Taylor was elected president of the Board of Education Jan. 10, replacing Earl Leiken, who served for two years.

Taylor has served on the board for three years. He is a graduate of Ohio State University where he earned a B.A. in clinical psychology, an M.A. in educational administration and government finance and a Ph.D. in educational administration. He works for the Standard Oil Company and previously served as president of Wilberforce University.

Carolyn Miltner was elected vice president of the board.

LEVY PROPOSED

To enable the schools to continue their current standard, the board approved a 9.8 mill tax levy. If the community votes in favor of the tax, it will increase annually. Voting on this issue is May 2.

SEWH CRAVES A SOLUTION

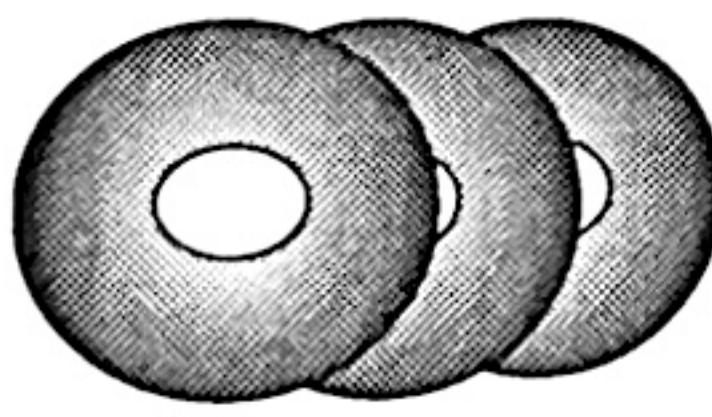
Students to End World Hunger is dedicated to resolving a growing problem, both internationally and locally, according to adviser Harry Wise.

Their strategy is to teach Third World countries necessary agricultural skills which would ideally end world hunger by the year 2000. They are also concerned with solving local hunger problems through working in soup kitchens and increasing student awareness. According to some members, students are apathetic or oblivious to the seriousness of the problem.

Students to End World Hunger is led by juniors Christie Robertson, Meredith Schneider, Megan Sweeney, Holly Robinson and Julie Ebinger.

IN MEMORY OF SANFORD

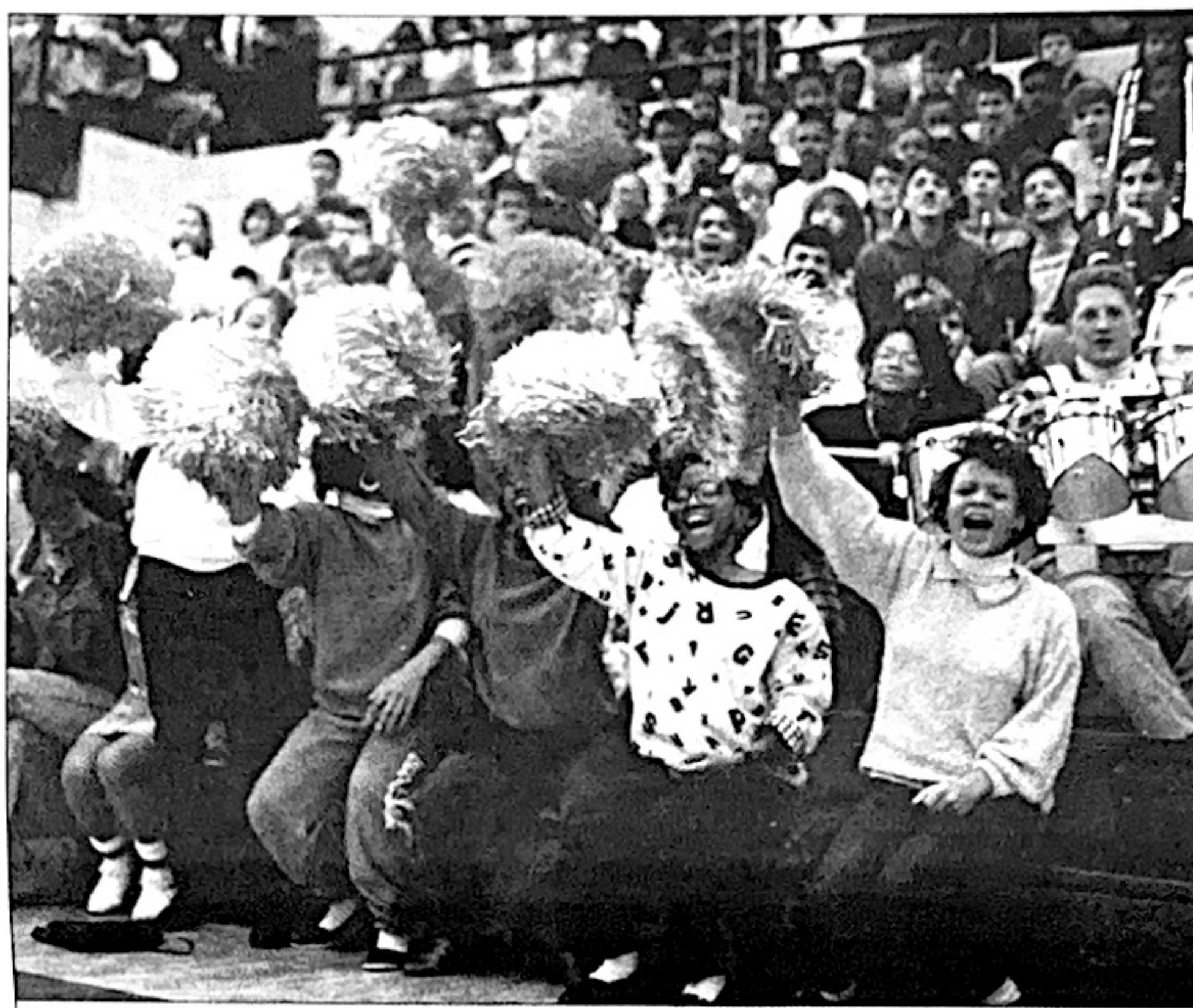
The Cleveland Regional Association of Planetarians presented a plaque to the school in memory of science teacher and Planetarium Director David Sanford.

AMY JOY

DONUTS
3499 Lee Road

Custodian leaves Shaker to become a 'Mr. Fix-it'

the BRIEFS

SHAKERITE



RAHI RAHI Fans clad in red and white cheer the Raider winter sports teams at the Feb. 24 pep rally. Winter sports teams include wrestling, ice hockey, girls' and boys' indoor track, swimming and basketball. The pep rally also included cheers led by the varsity cheerleading team. The next pep rally is scheduled for the spring to honor the season's sports teams.
PHOTO BY AMY ROSEWATER

The plaque was presented to the school by Shaker representative James Paces March 1 and will be displayed in the planetarium.

The memoir consists of a painting by Apollo XII astronaut Alan Bean.

Also in honor of Sanford, the library received the book *Liftoff* by Michael Collins.

BAND RATED SUPERIOR

Members of the band participated in the Ohio Music Education Ensemble Contest at Willoughby High School.

Thirteen band members received superior ratings for their solo performances. They are seniors Rachel Powers, Allison Ailer and Natalie Floyd; juniors Rebecca Baker, Matt Knepley and Morisa Dolinsky; sophomores Mark Freeman, Susy Stevens and Chris Anderson, and freshmen Michelle Stevens, Rachel Lowenthal, Dan Sorin and Erica Jacobs.

In the ensemble category, 23 people received superior ratings. They are seniors Natalie Floyd, Kyle Lathon, Rachel Powers, Rob Messinger, Allison Ailer, Susie Renkert and Sharon Bliss; juniors Rebecca Baker, Jennifer Bliss, Marisa Dolinsky, Debbie Lowenthal, Christie Robertson and Julie Ebinger; sophomores Sheri

Spitz, Andrea Conrad, Brian Eppig, Susy Stevens, Megan Mayhugh, Chris Anderson, Rebecca Freeman and Jennifer Ganz and freshmen Dan Sorin and Josh Moskowitz.

NEW STAGES TO PERFORM

"New Stages," a student-run theater production, will be performed March 16, 17 and 18. Sophomore Sarah Mallin is the basic organizer of the production, which consists of six short plays each written by students. Plays for this production were written by seniors Beth Stevelberg, Amy Meckler and Alan Feuer, junior Abdul Williams and freshman Jeremy Althof. Seniors Stevelberg, John Bixler, Melissa House, Jenny Hutzler and Merritt Richmond are directing the plays.

DANCE CLUB SET FOR SHOW

Dance Club gets set for its annual dance show April 14 and 15 at 8 p.m. Featuring a mixture of dance techniques, this year's show will contain mostly modern dance. Assistant director of Dance Club George Harley choreographed one of the main dances focusing on street people and drugs. According to Harley,

there are over 30 dancers, six of whom are male.

"[The increased male participation] proves that it's not negative to be a boy and dance," said Harley.

COSBY APPLAUDS BROWN

Comedian Bill Cosby, who hosted the Juvenile Diabetes Foundation program held at the Front Row Theater, was presented with a watercolor painting done by art teacher Malcolm Brown. Brown owns his own art gallery on Chagrin Blvd., and his work, titled "Fathers and Sons," was purchased by the president of the Front Row Theater Larry Dolin for Cosby's collection. Dolin said that Cosby is known for his art collection and was thrilled with Brown's addition.

ARGUING TO STATES

Seven debaters qualified for the state meet held at Sandusky High School March 4 and 5. Speaking about foreign affairs, junior Jean-Paul Olynyk made it through four rounds to the semi-finals. For each round, he had 30 minutes to prepare information and make a seven minute speech about a foreign policy.

Juniors Chris Frew, Ben Leis and freshmen Tom Williams and Michelle Stevens participated in the four-man Oregon debate team and seniors Kristin Milano and Shana Mathur made up the two-man Oregon debate team.

The debate team is coached by middle school Latin and math teacher Robert White. Assistant coaches are science teachers Harry Wise and Louisa Starr.

STRUCK BY CENSORSHIP

The Hazelwood decision of Jan. 13, 1988, swept high school newspapers across the nation and gave new censorship rights to advisers and principals.

Since the Hazelwood case, the Washington D.C.-based Press Law Center reported that there were 548 requests for legal assistance dealing with censorship by advisers or principals.

The issue hit home, as Garfield Heights High School was a victim of censorship and the control of school administrators, according to the Plain Dealer.

The Feb. 23 issue of their newspaper, the Mirror, contained articles on senior cut day and chemical mishaps, issues that were newsworthy at the time.

Students argued that the newspaper had not intended to give the school a bad reputation, but they thought it was their duty to inform the students. Administrators argued that an article on senior cut day could only encourage other students to skip classes. The chemical spills, they believed, were embarrassing, ruined the school's excellent safety record and should not be covered in the newspaper.

Principal of Garfield Heights High School James Rose denies that he deleted the articles, and claims that he only demanded a watered-down version of the original story. The articles were later omitted when neither the principal nor the newspaper adviser could compromise.

—FROM STAFF REPORTS—

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Russian language to be taught in system

Rumbaugh hopes for Soviet sister school

BY TANIA MENESSE
Staff Reporter

"Glasnost" is defined by the Plain Dealer as "converting the mass media from a controlled propaganda organ to a more open discussion of problems."

Heike Robinson, German teacher and member of the City to City Organization defined "Glastnost" as "the softening of the rigid wall of the Soviet Union into a nation that is willing to compromise with the nations of the world for peace."

"Glasnost" has given students the opportunity to learn the Russian language and culture and ultimately to visit the Soviet Union.

The Russian language will be offered to all

go as scheduled. Students will travel to Volzhsky, Shaker's sister city in the Soviet Union, an alliance that took six years of negotiations.

Volsky, which is on the outskirts of Volgograd, 10 miles up the Volga River, is an industrial city with a population of 270,000. In December, 1988, an official delegation visited Shaker and Cleveland Heights by invitation of the CTC organization. At this time the sister city agreement was made official and an exchange of teachers between the USSR and the US was planned for April or October of this year, according to president of the CTC organization Norman Robbins.

Rumbaugh is hoping to set up a sister city relationship with Public School 55 in Volzhsky. Presently, a letter exchange is taking place be-

"At the December meeting, we [US/Soviet delegations] realized that we shared the same feelings, the same fears of nuclear war and the same hopes of breaking down the barriers between our countries and establishing some sort of mutual understanding."

—NORMAN ROBBINS

students in 1989. Dr. Tom Watts, a Russian teacher at Kent State University, has officially been chosen to begin the Russian program next year, according to principal Jack Rumbaugh. Watts holds a Ph.D from the University of Moscow.

"There is a danger that a college professor would be too textbook oriented," said foreign language department head Frank Warment. "We need a young teacher who is excited about speaking the language."

"Russian will be based on being able to communicate in the language, both in written script and speech. The course will stress culture and communication skills, rather than the grammatical aspect of the language," said Warment.

Rumbaugh said that the "living language approach" will enable students to travel to the Soviet Union in the summer of 1990 if the plans

tween Canterbury, a Cleveland Heights elementary school, and a school in Volzhsky. Newspapers are also being exchanged between the Volzhsky Provada and the Sun Observer.

"At the December meeting, we [US/Soviet delegations] realized that we shared the same feelings, the same fears of nuclear war and the same hopes of breaking down the barriers between our countries and establishing some sort of mutual understanding," said Robbins.

"The CTC organization," continued Robbins, "is a voluntary group that has tried to find a new approach to the threat of nuclear war. We needed to reach out to the people of the Soviet Union, to lessen our hostility between the two nations."

"The CTC organization is anxious to have student members join our group and to have students begin a high school letter exchange with Volzhsky," said Robbins.

Three Shaker students involved in serious accident

Junior Bobby Poindexter was the victim of a fatal car accident on Saturday, March 11. The accident also involved senior Vance Lewis and junior William Malik who were injured as the vehicle hit a Cleveland home. Lewis suffered minor head and chest injuries and Malik broke an arm. According to the Plain Dealer, Poindexter was driving south on Ashford Road and police said he failed to negotiate a left turn. No one inside the house was injured and damage to the house was minor. Students and staff members observed a moment of silence at the beginning of second period on Monday.

IN MEMORY

Robert L. Poindexter (1972-1989).

Student group seeks to upgrade image of blacks

(continued from front page)

According to Stokes, Unity also plans to use student forums as a tool to promote Unity.

"By having these forums, we will be talking more; then there will be greater awareness," Stokes said. "And if there is greater awareness, there will be more unity."

"The first official Unity meeting was held on Thursday, March 9, in order to increase membership and provide an orientation for new members.

According to Stokes, close to 80 students attended the meeting.

Woodard spoke briefly at the beginning of the meeting.

"The only way to stop the problems in this school is if the students stop it. You cannot get help from outside," said Woodard. "If you are black, you should be aware of yourself and what people around you are doing to you and to others."

Following the meeting, the students participated in a forum lasting almost an hour and a half.

The forum allowed students to voice

their opinions on various racial problems, such as violence, underachievement and negative attitudes among blacks.

Junior Mike Dawson was the only white student in attendance.

"If [Unity] organizes itself well enough, I think it will be successful," Dawson said.

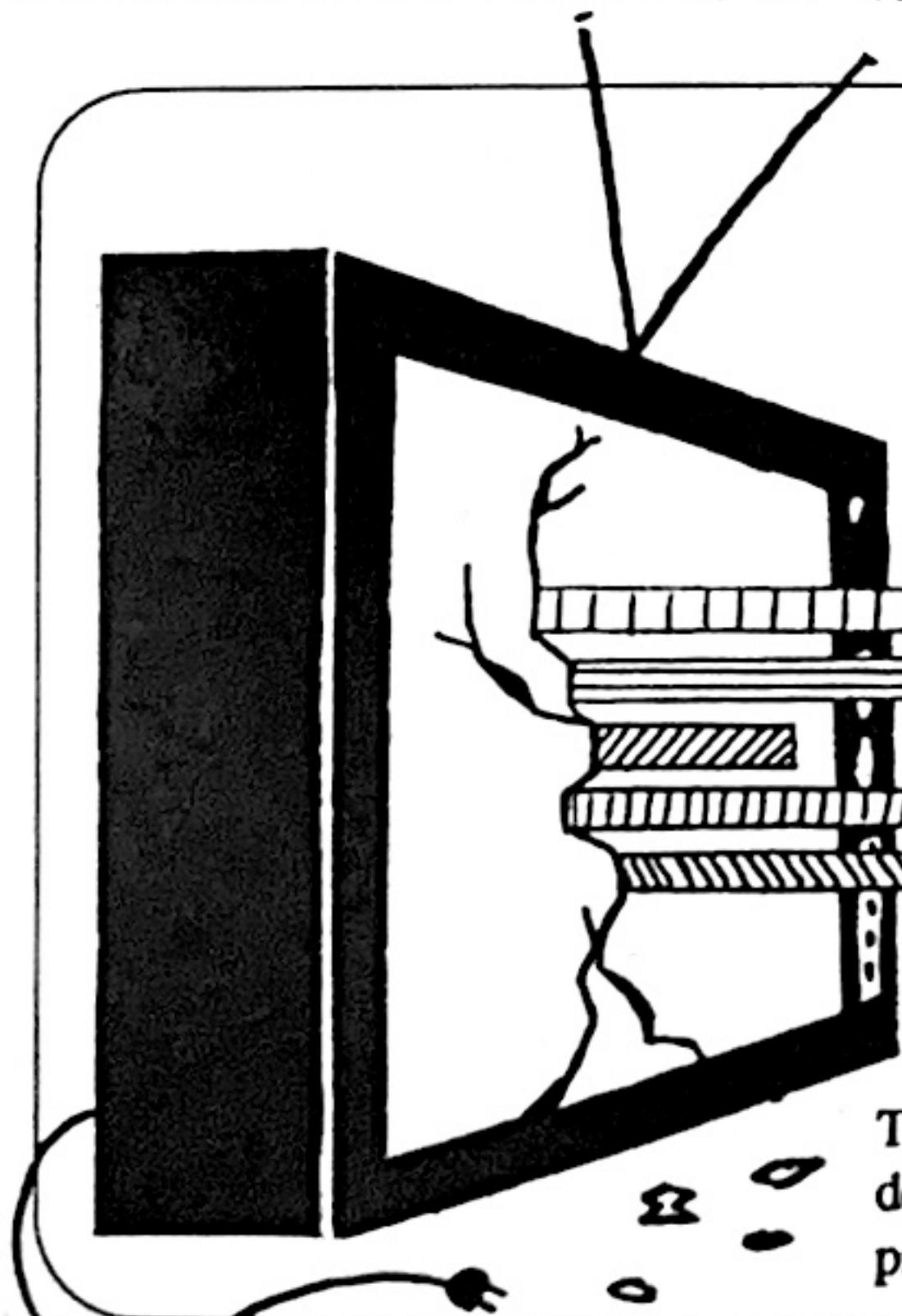
Stokes stressed that all students, regardless of race, are invited to join in the forums.

A similar group, called the Black Youth Movement (BYM) was started at Cleveland Heights High School last month.

"The group was put together to promote black awareness and also to promote the end of violence between blacks and other blacks," senior core member of BYM Ed McDonald said.

According to McDonald, Unity and BYM plan on working closely together.

"We want to show that [Heights and Shaker] can do something together without fighting," McDonald said. "It may take a while, but as long as we have students doing things like this, then big things will happen in the future."



Tuning in...

As the amount and diversity of television broadcasting increases each year, television becomes more pervasive in our daily lives. From soap operas to prime time comedies, gameshows to cartoons, television is America's primary source of entertainment. According to the 1989 Almanac, the age group that watches the most television is age 55 and above. Teenagers watch the least amount of television of any other age group. At Shaker, 77% of the students receive cable television and almost half also subscribe to pay stations, such as HBO or Showtime.

—RESEARCHED BY RYAN HIGGINS—



JAPAN

日本

Students exchange cultures

BY KRISTIN MCGOVERN
News Editor

"Ohiyo," roared the audience at the March 3 assembly that welcomed the 14 Japanese students and two teachers from Takatori High School.

Takatori, a school of about 800, is Shaker's sister school in Nara Prefecture, Japan, and the program is part of an annual exchange sponsored by the area studies Class. The Japanese students are in Shaker with their host families for three weeks and attend classes at both Shaker and Beachwood High School. For three days, the students will travel to Washington, D.C., and Williamsburg. After they leave Cleveland, the group will tour New York for two days.

Students in the area studies class are eligible to spend a month in Japan with host families and will attend Takatori High School.

Social studies department head Terry Pollack said that there are many differences between teenage life in Japan and teenage life in America and that the Japanese students are aware of the cultural differences.

YOSHINO TANAKA— "American schools and Japanese schools are a lot different. We have to wear a uniform and if we dress up our uniform, the teachers get angry! We must not dress as individuals. We don't wear make-up, don't wear our hair waved, don't wear color socks, so we are all alike. We are all alike in school. We want to be free! I don't know why we have to be quiet in school. I think it's too bad. We should learn from the difference!"

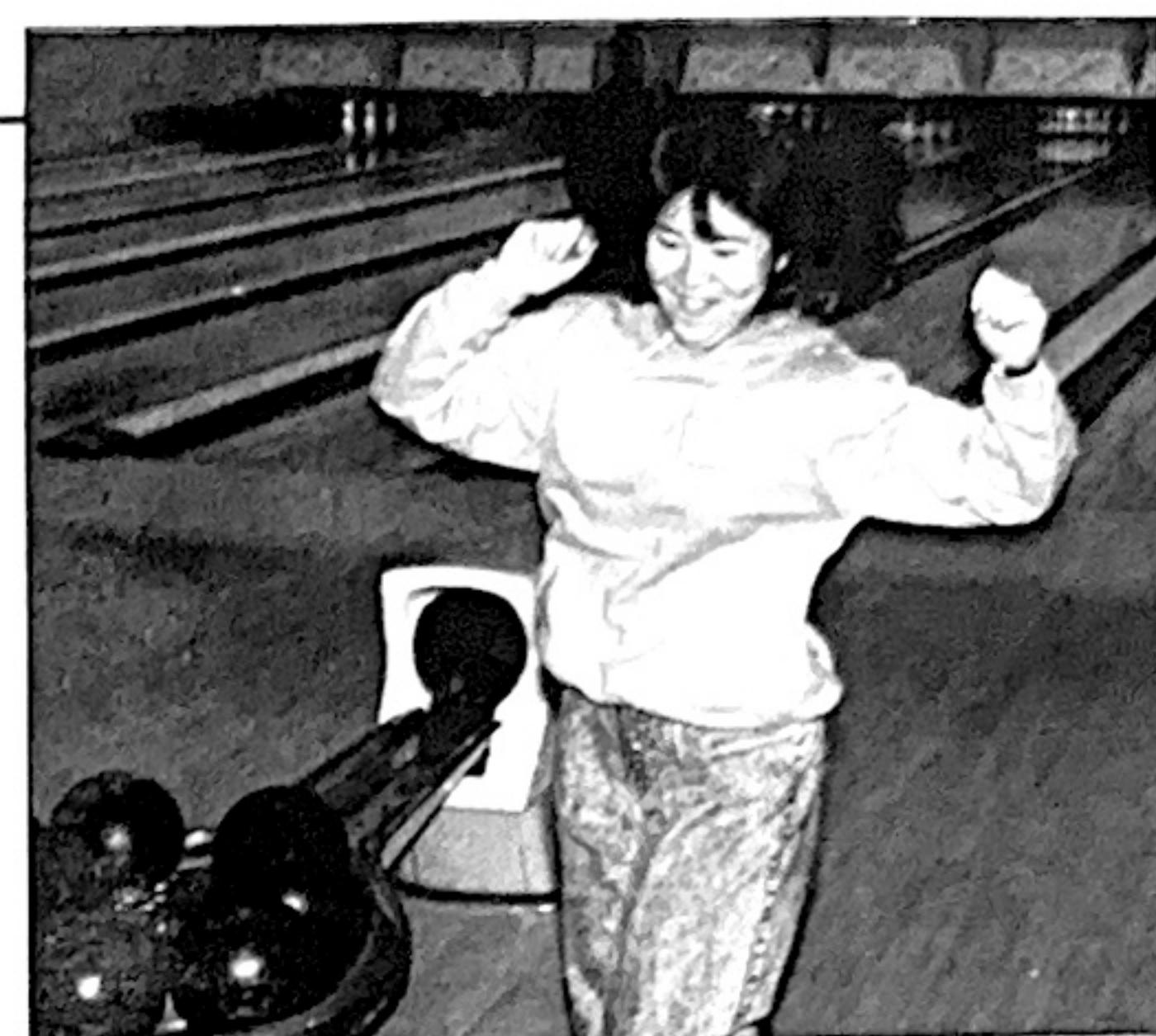
KOJI SETO— "All the students are very friendly and kind. American students seem to be very free. Japanese students are bound by time and school regulations and are not as animated as Americans."

KAORU YAMASHITA— "I was surprised the first time I got here. There are pictures drawn on the walls here and there. They are beautiful and interesting. They symbolize the atmosphere of the school."

YOSHIKO ONOUE— "This school is very, very big! My school, Takatori High School, is much smaller. All the students here look older than Japanese students. Shaker's classes are very liberal. I like that. Choir class is very wonderful and beautiful. My Japanese school doesn't have choir classes."

YOSHINARI HAMAKAWA (Teacher)— "There are many different points between Shaker Heights High School and Takatori High School. You have many good points. You are active and try hard for everything. I think we should learn this attitude from you. Japan has learned a lot of things from your country, but I think we must pay much more attention to the mental part, freedom and justice. We are good friends. You are a good teacher for us. We also have good points, so when you come to Japan, we will be your teacher."

TOMOKO UMEDA— "In Japan, the teacher teaches us, but here, everybody is a teacher for me."



WAY TO GO! Yuka Saratani of Takatori High School shows off her bowling expertise at the March 4 bowling party. The celebration was an attempt to acquaint Japanese students with American people and culture. PHOTO BY EVAN WEINSTEIN



LET'S DANCE! Japan students make their debut at the March 3 welcoming assembly. Their performance consisted of Japanese songs and dances. Shaker senior ensemble and boys' a capella performed also. PHOTO BY EVAN WEINSTEIN

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Submit your letters to room 224 or write:
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DON'T FORGET THE SHAKERITE SALE!

EVERY THURSDAY IN THE EGRESS!

CHEERS AND JEERS

SHAKERITE

JEERS—to people who park illegally in spaces reserved for the handicapped in the teachers' parking lot (see right for the culprit).

CHEERS—to Spring Break!



PHOTO BY EVAN WEINSTEIN

SHAKERITE

JEERS

—to those who decided to excuse students at 1:55 p.m., when an anonymous caller said a bomb would go off at the school at 2 p.m., on Wed., March 8. Cutting it a little close, wouldn't you say?

CHEERS—to the academic decathlon team, which placed fourth at the Mentor state tournament out of nearly 50 other schools.

CHEERS—it's about time we got a cheer.

Cheers to the Shakerite for winning the Columbia Gold Crown Award, the highest award given by the Columbia Scholastic Press Association.

JEERS—to Cat Stevens, formerly somewhat popular musician and converted Muslim, who has declared his support for the Ayatollah in his condemnation of Salman Rushdie's "Satanic Verses."

Jones proposal invades rights of private institutions

Was it merely a coincidence that vice mayor Peter Lawson Jones initiated his widely publicized proposal so soon after alluding to his plans to run **the RITE IDEA** for state senator? It is pure luck that this just happened to turn into the grand stand move every political candidate dreams of, right? Wrong.

Last summer Jones made a request to Shaker's Law Department for an ordinance "banning discrimination by race, gender or religion at any club of 400 or more members that non-members regularly use for the furtherance of trade or business, even if members pick up the tab," as the Plain Dealer described it.

The ordinance was not even his original idea; Jones did not initiate the meeting with the law department until shortly after the U.S. Supreme Court adopted a similar ordinance for New York City. In other words, he used a subject that is easily provable and able to arouse emotions as a stepping stone to benefit his own interests. Jones has stated that he would like to run for state senator but he cannot announce it officially until current senator, Lee Fisher, announces publicly that he will not run for re-election.

Jones hoped voters would see the blaring word "discrimination" and act in his favor, forgetting the other essential facts. The fact is that the Shaker Heights Country Club and the Cleve-

land Skating Club, both of which would be effected by Jones's proposal, are private institutions with paying members who formed a club with the participants they chose. Ideally, the clubs would want to include people of all races, gender and religion—but realistically, this is not the case. Because private organizations reserve the privilege to choose who they want as members, discrimination cannot be prevented. Jones's proposal was an invasion of these privileges, which unfortunately may lead to discrimination. In addition to this, it was a devious attempt to draw publicity.

The city council, however, did not accept Jones's ordinance. Instead, they passed a resolution proposed by Councilman Alan L. Melamed, that urges non-discriminatory membership policies and practices and encourages them to adopt anti-discrimination bylaws. Council stated that compliance would be reviewed in six months.

Despite his law being turned down, Jones is certainly not on the losing side. He got the publicity he wanted, right? It is a good thing for him though, that the largest voting public is not high school students. Out of 50 questioned whether they knew what the Peter Lawson Jones proposal was, only seven said yes.

LETTERS AND ADVERTISEMENTS IN ORDER TO COMPLY WITH OUR JOURNALISTIC GUIDELINES.

OUR PRESS AFFILIATIONS INCLUDE: NORTHERN OHIO SCHOLASTIC PRESS ASSOCIATION (NOSPA), COLUMBIA SCHOLASTIC PRESS ASSOCIATION (CSPA), JOURNALISM EDUCATION ASSOCIATION (JEA) AND QUILL AND SCROLL. THE SHAKERITE PREPARES THE NEWSPAPER WITH DESKTOP PUBLISHING ON MACINTOSH COMPUTERS AND IS PRINTED BY GOWE PRINTING CO., IN MEDINA, OHIO.

the SHAKERITE

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- NSPA/JEA National Pacemaker Award
- CSPA Gold Crown Award Winner
- Class A all-newspaper Golden Flash Award Winner

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SUPERINTENDENT: DR. MARK FREEMAN

* denotes member of editorial board

Theatre criticized, Gristmill rebuts attack, student displeased with attitude toward senior project**the LETTERS**

SHAKERITE

To the Editor

I have been involved in the theatre department at Shaker since my freshman year. Ever since then, I have been consistently rejected from various theatre projects. I no longer think it is simply a matter of talent. The "theatre group" is a relatively small number of people who regularly appear in the theatrical productions at the high school. Many others of us have auditioned again and again, only to be rejected. Experience seems to count for nothing. Those in high positions in the department hand-pick a few people who dominate all of the productions. It is sad to me that I no longer have the energy to fight for a part in the theatre department here because I do enjoy being involved in plays. If that is what the theatre department wants, so be it, but it seems to me that anyone who enjoys theatre so much and has tried to involve herself should have the chance to. Isn't that what high school is all about? After all, this isn't Broadway.

Sincerely,
Julia Glassroth
Junior

To the Editor,

We at the Gristmill appreciate Joshua Randall's concern expressed in your last issue, but we do wish that he would get informed before addressing the issues.

First, the staff was only toying with the idea of using the responses to the questions that were distributed in freshman and sophomore English classes. However, we had made no concrete decisions. Long before Mr. Randall chose to dismiss our idea, we had done so ourselves.

Secondly, the condescending tone in his was completely uncalled for. The Gristmill staff supplies a service to this school, receives no credit, and works long strenuous hours. There was no need to deride or make derisive remarks about the yearbook.

Finally, while we understand the concern about the cost of the book, we believe that Mr. Randall should familiarize himself with the facts before levelling any broad and unfounded claims. The cost is not decided by staff but by our publishing company. It does not take an economic genius to realize that a successful business has to build its cost of production into its sale price. There are many outside costs that Mr. Randall may not be aware of. These include individual freshman, sophomore and junior sections (not used at all high schools), senior color (the removable senior section that Mr. Randall proposed be prohibitively expensive), and many other expenses too numerous to mention here.

We do not wish to level a personal attack against Mr. Randall, yet we do hope that in the future before he undertakes to educate the student body on a matter of concern, he educate himself with the facts.

Sincerely,
Gristmill Staff

To the Editor,

First of all, allow me to explain that I am writing this letter from a biased point of view; that being the view point of a member of the experimental class of 1989. I feel troubled about many things concerning our class, but my primary concern deals with senior project. I am personally insulted by the fact that senior project seems to be looked upon by many teachers and administrators as a reward of some sort. I feel like some kind of animal being asked to perform tricks for the sole reason of obtaining a reward. Senior project is not meant to be a reward, but a continuation of our education, and I believe that it should be looked at in this fashion and no other. I do not put the blame on any one party, but I am forced to criticize those who fail to realize the main goals of senior project. From a realistic point of view, senior project is nothing more than a joke, and I personally am sick of jokes concerning my class.

Sincerely,
Ryan Dean
Senior

High-pressure atmosphere for academic success detracts from purpose of education

PERSPECTIVE

SHAKERITE

BY AUSTIN RATNER
Opinion Editor

At times it seems attending high school is not far from a reversion to life in the wild. It is a jungle in which students compete in an evolutionary struggle. High school is a world of grade-point averages, test scores, extra-curricular activities and the pressure to achieve in all of these is tremendous.

Most would agree that school is not devised as a tool for evaluation of competency; it is a place for learning, where one expands his knowledge, is exposed to ideas, is trained in

thinking, expression and analysis. It is a training ground for experimentation and development. If one asked high school administrators, or teachers, or college professors or admissions officers, they would almost invariably agree with this definition of high school education.

Yet those who control education have created an environment quite different from this ideal. The student feels compelled to engage himself in numerous activities, often regardless of how much enjoys them or gains from them. There is a drive for the grade, not an attitude disposed to learning or basic integration of the material. The student must out-do his peers, so that he might be chosen above the rest for college entrance. Above all, the student must succeed. Not to say that success is an unimportant goal but that it should not be the dominating and overwhelming one.

It is the colleges who are at the root of this unhealthy deviation of the high school environment, though all participants in education at the high school level are partially responsible. Colleges make it clear that high objective standards of performance are necessary for admittance. Perhaps this system emphasizing the importance of achievement over integral learning is inevitable. The fact that American collegiate education is constituted by universities which have a limited amount of acceptable students makes evaluation of the student on a harsh objective basis difficult to avoid.

This stress on the student to achieve is exacerbated by high school educators. High school students are provided with an environment emphasizing the reigning importance of academic success, unaccompanied by personal enrichment (or least far taking precedence over

this enrichment). They are imbued with the idea that college acceptance is the final point of high school, that one attends high school only to get accepted to college.

Such over-emphasis on grades, scores, etc., makes high school and learning an empty, high-pressure experience for the student. Many, after making college acceptance the focus of their existence, and after actually being accepted, may find themselves bewildered as to what to do next, what now they may strive for.

Because the college and high school educational systems are unlikely to change, as is the misplacement of values unlikely to change, it is necessary to recognize that high school achievement is not as important as learning experience, and that good college educations abound at universities which do not necessarily require extraordinary high school records.

Thirty-five minutes of hallway hell

BY ALLISON MILLER
Staff Reporter

The time between classes is a needed break from logarithms and sleep-inducing lectures, and as if allowing five minutes between classes was not benevolent enough on the part of the administration, there is the added privilege of spending this time in the halls.

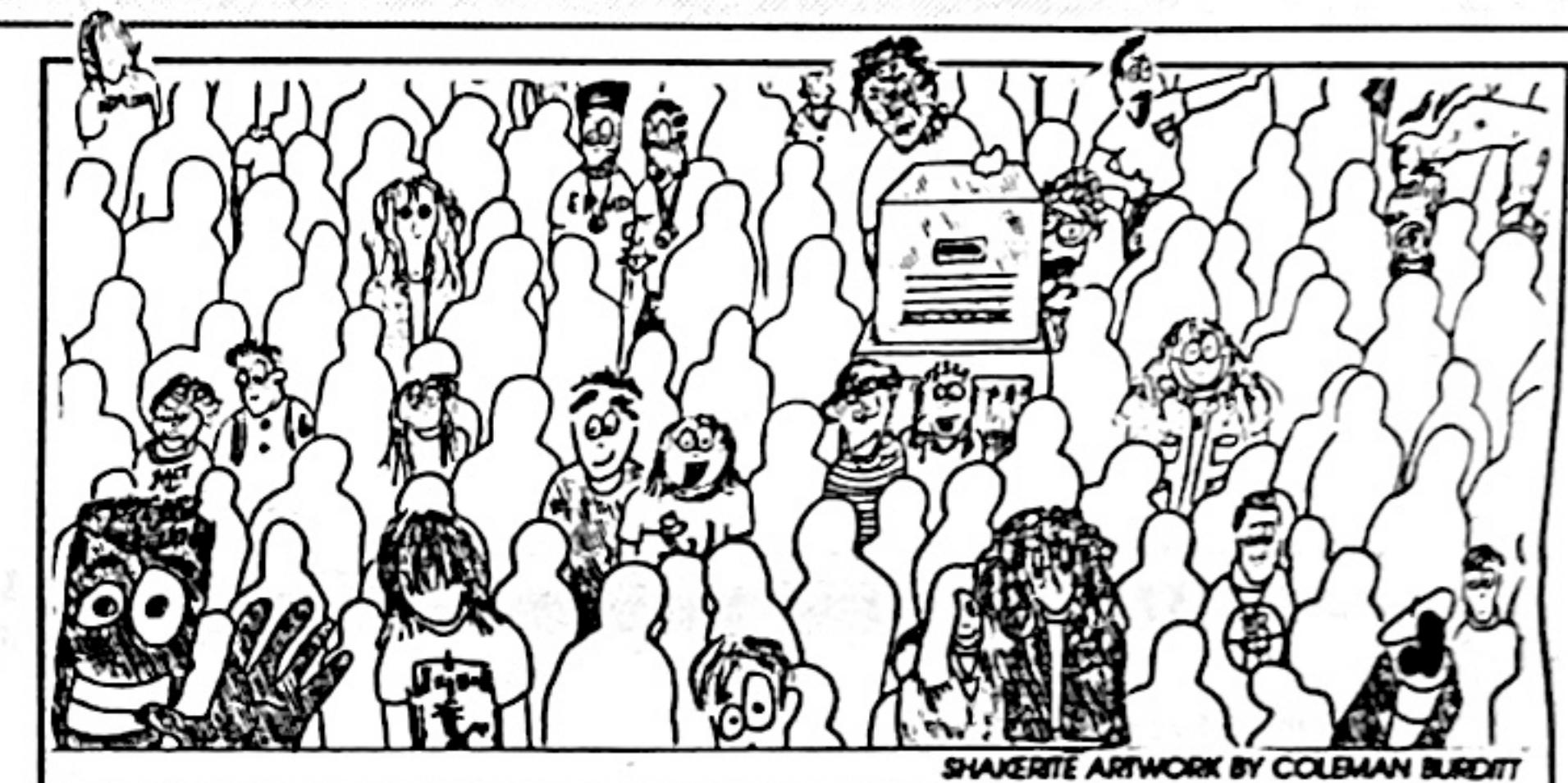
One simply could not ask for a more enjoyable time, or a better opportunity for socializing. Above all, the halls provide a sense of comradery among students through their cramped conditions. This comradery may make students a little anxious to display their friendship for one another, and a dash across a crowded hall to embrace a friend is entirely excusable, even if it blocks hall traffic from staircase to classroom. (One student suggested widening the hallways by removing the classrooms—not a bad idea, eh?)

It is understandable that some may have to shout down a hall to a friend in order to be heard above the din of shuffling feet and slamming lockers. In fact, yelling into someone's ear, especially in the morning, will wake them up, possibly enough to stir them to the point where they can consciously construct a well-developed five paragraph essay. Everyone, then, should yell as loudly as possible to ensure Shaker's high academic standing.

For those who cannot control their glandular urges, public display of affection, or the mutual exchange of saliva, is greatly appreciated by the voyeurs of the school. By such actions, much sexual tension is indirectly released. Who knows, a few teen pregnancies may have been prevented by these slobberings.

Security guards are especially pleasing to see in the halls. They are awe-inspiring. Just by the way they tote their walkie-talkies, stand with their arms folded, and rock back and forth on their heels, they have become respected role-models. If one considers the difficulty of their hall-monitoring tasks, and their success, it is easy to see why smoking and drug use within school walls has been cut 100 percent.

Members of Rekahs go beyond the call of duty to make sure that students are well-disciplined. Since Rekahs members are selected from among the most perfect students, everyone is assured



quality leaders who are ready to take charge of any threatening situation. We can all attend school without fear, because Rekahs hall monitors will make sure that no terrorist enters the school without a hall-pass.

Perhaps unit principals are the best hall-monitors. When they are not exhausted from reviewing referrals and assigning Saturday school, they can be seen standing in the halls alongside the security guards. Unit principals, however, have a sixth sense that sets off an alarm in their brains 30 seconds before every late bell rings. They will then inform stragglers in the halls of impending tardiness. After all, punctuality (along with bare-headedness) is next to godliness.

Hurrah for teachers. They make maneuvering through the halls so interesting when they push television carts back and forth from the library without so much as a pit-stop. Dodging speeding audio-visual equipment is nearly as invigorating as a good game of Pole Position. Hopefully teachers' contracts include a clause that protects them from being prosecuted for vehicular manslaughter. Children have been killed by falling television equipment.

The 35 minutes one spends in the halls each day can be the most productive and enlightening of the entire day. There is never a dull moment in the halls, but if boredom sets in, one can always look at the murals.

Middle school levelling stifles potential

BY JOSH LEVY
Front Page Editor

The placement of students in advanced classes is far from being an exact science. Nevertheless, it seems as though the educators at the middle school believe it is. Unless a student has high scores on his Stanford Achievement Test, he has a difficult time enrolling in an advanced class.

By emphasizing the test as a primary representation of a student's academic ability, several bright and motivated students are being discouraged from reaching their potential. At the middle school, if a sixth or seventh grader acquires a low test score but has a strong report card, he is not permitted to be enrolled in the enrichment classes. However, a student who has comparatively higher

test score but lower grades is allowed and encouraged to enroll in the enrichment classes.

If each level of education is to prepare a student for the next, then this enrollment system detracts from this preparation. At the high school, most advanced classes accommodate the hard-working student who may not be innately brilliant. It is impossible for a student to be successful in the honors and AP classes if he performs a minuscule amount of work.

Furthermore, every student should receive an equal opportunity to excel and fulfill his or her potential in school. However, in the English and science classes there is maximum of three enrichment classes. This itself limits the achievement of students.

Affirmative action further exacerbates the

problem. According to Middle School English Department Head Faith Wyse, on the average, blacks score 20 points lower than white students on the Stanford Achievement Test. Regardless of whether the top ten scores of black students are lower than some white student's scores, the middle school automatically places the top ten black students into the enrichment program. This clearly infringes upon those several white students' rights to be enrolled in the enrichment classes they deserve.

The educational system has a grading system for a reason. It seems ridiculous for our administrators not to use it. Evaluating a student's ability on the basis of a test score reduces the importance of the class grade. If class grades are not highly valued, students may lose the sense

that they are important, thus sapping their effort and motivation in the classroom.

The grade is a teacher's professional and objective opinion of a student's merit in class. If the school does not validate the grade as the means for judging the student's ability, then the school is not respecting the teacher's professional opinion.

A student's grade and the teacher's recommendation along with the standardized test should be utilized to determine where a child should be placed. Alone, the test overlooks many hard-working, talented students.

Such discouragement of motivated and successful students at this early educational stage can only hurt our schools and stifle the potential of its students.

Test determines basic skills, works well with other criteria

BY ANDREW JORGENSEN
Staff Reporter

The American system of education desires well-balanced students to fill it. Students who are rounded are determined through a variety of standards and methods: academic achievement and diligence are measured through GPA and rank-in-class; leadership skills through extracurriculars; maturity is measured through recommendations and experiences and personality through essays and interviews. Similarly, the Scholastic Aptitude Test measures a student's perception, analytical skills and logic, and serving as an objective national standard for assessment of the student, it is a necessary part of the college admission process.

The SAT measures in an almost totally objective manner one's ability to comprehend relationships without preconceived information. This skill is needed for collegiate success, as one must be able to understand how objects and ideas interact. Skill at taking tests such as

the SAT is generally a reflection of skills such as logic. The only traditional "knowledge" which would help one get a good score on the SAT is a complete and detailed vocabulary.

However, this is not as helpful as it might seem, as someone who has a lesser-ranged word pool can usually make a limited amount of associations between the word on the page and the words in his head from which he can get the answer, and even if the test-taker knows the word, if he does not understand the full usage of it, the answer may escape him—in fact, if he knows only one meaning of a word, he may be locked into that usage, and in his confidence in the familiar usage, may miss the question.

The analogy section of the verbal test further tries the ability to perceive relationships. Again while a good vocabulary helps, it is not vocabulary that is being tested, but skills in recognizing how the language you use intrarlates. The reading comprehension section measures one's capacity for grasping the messages in other people's writings, which is necessary for

survival in college, and only the SAT can measure this in an objective, standardized manner.

The math section is a very good test of logic and analysis. The problems do not require much knowledge—most of the useful formulas are given—but instead require a good understanding of how to apply elementary abstract concepts to concrete situations. One does not need to know calculus—one does need to understand math. The AP math test checks knowledge of solution patterns; only the SAT requires one to develop his own.

While it is true to a certain extent that grades measure these skills, these are not a standardized measure of them—they are weighted from school system to school system to account for differences in amount of rote learning vs. analysis and logic.

A student's academic potential should be measured on exactly that: potential. This potential manifests itself in such skills as perception, logic and analysis—and these are the proficiencies which the SAT is designed to measure.

Quotes on the SAT



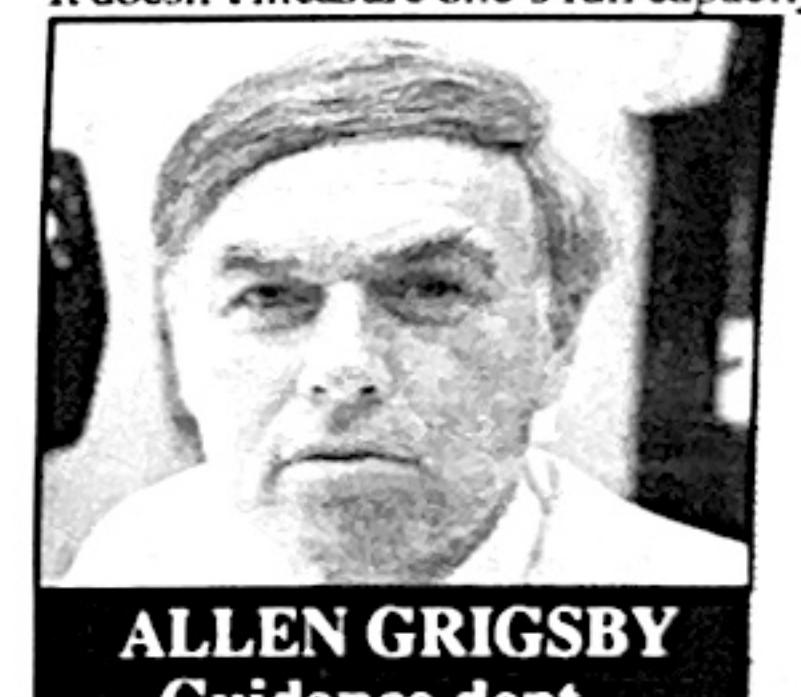
TERRY POLLACK
Social Studies dept.

"The SAT is a clear example of the tail wagging the dog. Schools have buckled under to the pressure of the universities and continue to pressure kids to take and achieve on the SAT. The college board makes millions of dollars through these tests. They have created a myth regarding what these tests accomplish. The myth exists and is perpetuated because, in the educating community, we no longer believe in ourselves. If we believe in ourselves then it is our standards that are significant and not standards established by the college board."



HEATHER STEVENS
Senior

I think they stress the SAT's too much. Ability shouldn't be judged by a test score. It shows nothing about capability in school. It doesn't measure one's full capacity."



ALLEN GRIGSBY
Guidance dept.

"The student's record, the courses students take, the marks they receive, are most important. The SAT was never intended to be used alone, but in conjunction with other information. It is then properly part of the evaluation process for college. Colleges are doing their best."



ALEX DE ACOSTA
Junior

"I dislike it. I don't think objective tests should be used to judge educational success. Besides gaining knowledge, education consists of things like learning how to analyze. This cannot be determined by objective testing. In the end, it's more important to be able to analyze things, to gain coping ability than to possess knowledge."

PHOTOS BY LAURIE COATE

SAT: An accurate judge of student qualifications?

The Scholastic Aptitude Test, otherwise known as the College Board, is a three hour examination of students' math and verbal skills, and performance on the test is used as a criterion for college entrance.

Scope of ability tested for is limited, SAT is poor evaluation

BY VARUNI KONDAGUNTA
Staff Reporter

Many colleges and universities overemphasize applicants' results of the Scholastic Aptitude Test (SAT), a standard college admissions exam administered by the College Board.

The SAT tests high school juniors and seniors in fundamental language and mathematical skills. The exam was initially designed to provide universities with a norm by which to compare applicants. It is a three-hour exam composed of three sections, two based on verbal skills and one on math. This type of short, multiple-choice test cannot be an accurate measure of students' abilities. It is impossible to correctly judge a student's capabilities based on such vague and often imprecise results. Due to the limited nature of any test, the students' scores do not reveal their true abilities.

Several unavoidable factors may affect this single score and should not jeopardize one's plans regarding higher education.

Students' performances must be observed

over longer periods of time in order to obtain a full understanding of academic achievement, motivation and interests. The other criteria on which a student is judged are far more important than the SAT. The test should not be given undue importance. If a national standard is necessary, then let it take the form of something not so vague and limited.

The SAT tests only in language and mathematical skills. This narrow subject area covered leads to a limited perception of the students' aptitudes, as no reference is made to other areas of study such as the sciences or social studies. An alternative college entrance exam, the American College Test (ACT), covers a broader range of subjects, allowing for more strengths and weaknesses to be uncovered.

Test preparation establishments and tutorial centers offer courses to improve skills necessary to excel on the SAT. These courses include practice tests, vocabulary and specific hints to help students overcome the traps of the system. The slightest possibility that one can improve scores by attending expensive coaching sessions

defeats the purpose of standardized testing.

The financial status of those not able to pay for special classes places a certain group at a disadvantage in the testing situation. The factors that contribute to these unreliable results must definitely be considered.

The SAT must, in order to become a reasonable source of information regarding the student's abilities, cover broader subject matter. In addition to this, the SAT must be modified to avoid the multiple-choice form in order to achieve greater precision in gauging a student's aptitude.

It is highly unreasonable for institutions of higher learning to place an inordinate amount of importance upon such a minute aspect and often indeterminate measurement of students' abilities. The SAT, therefore, must become a minor specification when analyzing a student's total achievements.

Perhaps, in the future, it might include more topics, an essay section, or any variety of testing which might be more conclusive than the multiple choice. The Scholastic Aptitude Test as it is now, misrepresents students' qualifications.



student pending

Take this job

BY STEPHEN LEE
Staff Reporter

Who makes the good time great taste of McDonald's? Who says, "That will be \$1.97, please?" Who stacks the shelves in the grocery store? Who is responsible for avoiding the Noid? Chances are they are fellow students.

Some students have little choice but to work, as they must rely on their salary to purchase clothing and school supplies, maintain an automobile or save toward college expenses. For other students, working is merely an extra source of income for personal use.

Junior Major Harrison, recently hired at Sherwin-Williams Co., explained, "I got a job to support my social habits."

According to Harrison, these include going out on weekends, buying food, drink and miscellaneous items. While most students seek employment primarily to satisfy their thirst for cash, a secondary reason is obtaining job experience.

"It is important for a student to have job experience in high school because it helps the decision process of choosing a job for life," said Mark Leimsieder, head of marketing education. "You should not rule out anything until you experience it."

Student workers cite numerous advantages to being employed:

Carl Baynard, senior at Thornton Park, said, "It teaches you responsibility and dedication," said senior Carl Baynard, senior at Thornton Park. Baynard also joked, "I get satisfaction out of seeing little kids crashing into the boards."

Jeff Katz, junior at Cedar Sinai Pharmacy, having a job teaches discipline.

"[My job] keeps me busy after school. I have more of a definite time schedule. There's no time to screw around," said Katz.

Work can also be rewarding, according to senior Alan Feuer, who teaches Saturday school to children at Beth Aynu Synagogue.

"It's very gratifying because I'm

helping kids. I feel I ought to give them some of the skills that were taught to me when I was a kid," said Feuer.

According to Gary Levy, owner of Sports Attic, student employment is just as beneficial to the employer as it is to the student.

"Generally, [the students] provide qualified help and we do not have to pay them much. Also, the students will attract their friends which helps business," said Levy.

Student workers are also quick to point out some of the disadvantages to working. Although the nature of these gripes generally varies with the kind of work, the most common complaints include disliking the boss, being paid

"It is important for a student to have job experience in high school because it helps the decision process of choosing a job for life. You should not rule out anything until you experience it."

— MARK LEIMSIDER

too little and working long hours.

Of course, some jobs are more grueling than others. Senior Annetta Romans, an employee of McDonald's, works at minimum wage four days every week from 5 p.m. to 2 a.m., completing her school work between the hours of 2 and 5 a.m.

Having such a job can sometimes have a negative effect on school achievement. Romans believes that the first priority of students, especially in the lower grades, is to spend time studying.

Junior Stephanie Stern, who works at Severance Movie Theater, recommends, "If you have a really busy school schedule, you should not get a job, even if you need the money. If you have the time and are willing to work, then getting a job is a good idea."



SHOPPING AROUND. Senior Neal Schwartz looks over basketballs and inspects their bounce in order to decide which he should buy. PHOTO BY DAVID MERSLEDER



BUY ME LOVE

BY STACY SCHLEIN
Staff Reporter

The young couple sits at the table gazing into one another's eyes after enjoying their dinner. Suddenly, the waiter drops the check on the table. Their eyes begin to wander as both try to glance at the bill.

"So..." he begins.

"Yes?" She begins to play with the restaurant's linen table cloth.

"Well, let's see how much dinner cost." He reluctantly takes the check.

"Oh, here, let me help."

"Umm, well...."

Does she or does she not? The problem of who pays for dating expenses plagues many Shaker students. Double-duty (sharing the cost equally) appears to be common.

Most students interviewed agree that the cost of the date should be split 50-50 because it is not fair for either to pay all of the time. Yet there are some students who do not completely support total equality.

"For every \$20 I spend, she has to spend five," junior Brendan Lawry said. "I expect a nice birthday present, but she will get something kind of small."

On the other hand, many students simply alternate who pays

for the date. According to freshman Nikki Collier, when going on a date to the movies, the guy pays for the movie and she pays for the popcorn or vice-versa.

On the other hand, there are some who want to live in the good old days when the male always paid for the date.

"I think guys who insist on paying for the date all the time are male chauvinists. Women can afford to have a good time, too," said sophomore Molly Shafer.

Shafer's boyfriend, junior Sean Mee, thinks that boys should always pick up the check. Once, when Shafer had paid for her dinner, Mee slipped a five dollar bill in her pocket. According to Shafer, they joke with each other about their differences of opinion.

After dating for a long time, bills have a way of piling up. Thus, the question takes on an added meaning for couples involved in a long term relationship.

"In a long term relationship," said senior Russell Stokes, "in the beginning when the guy pays it is like chivalry. After a while it seems like equal rights."

Sophomore Erica Davis found an easy way around this dilemma.

"If everyone just stayed home and did things the old fashioned way and cooked, they would not have to worry about it!" Davis said.

said sophomore Melisa Calhoun.

Many other students said that they spent approximately the same amount as Calhoun, and although teenagers are not the primary fashion force in the world, their buying habits have an effect. Many times "teen fads," such as stone-washed jeans, filter up into the adult fashion world. Hundreds of apparel stores cater to teens at malls throughout the country, for instance, Ups and Downs and the Gap.

"About 30 to 45 percent of our purchases are from kids," said Linda Milnarcik, manager of the LTD Express at Beachwood Place. According to Milnarcik a teen's average purchase is \$30 or more.

Food: Many students spend a sizable part of their income on food, whether it is for lunch at school, candy or for eating out on dates.

"About 650 students come through the lunch line each day. Most of them buy the special for \$1.50 or \$2.00 with ice cream," said Odessa King, the cafeteria supervisor.

King adds that the lunch line, which items ranging in price from 35 cents to \$1.10 a la carte, brings in more money than the vending machines. Still many students eat lunches consisting solely of Twinkies and other vending machine delicacies.

"I eat these things so I can get little black crumbs around my mouth. Anyway, they taste good," said freshman Jeremy Altoff as he finished off a Susie Q.

Altoff said that when he occasionally forgets lunch money, he eats potato chips or other food from the vending machines even though he knows they are not the best thing for his health.

Sports: Another area where teenagers can be seen spending money is in sporting goods and specialty stores. Extracurricular activities can run up a high bill.

"Almost all of our purchases are from kids, at least 70 percent. The average purchase is anywhere from \$4.28 for a poster up," said Meg Macco, an employee at Adler Sporting Goods.

According to information provided by coaches and students, the biking and lacrosse clubs are the most expensive at \$200 or over and swimming, wrestling, soccer and field hockey are the least expensive at \$40-60 a season.

"The major purchase is the bike. A decent bike costs about \$500. Costs can vary depending on the components and equipment," said senior Flynn Cohen. He also stated that it would cost close to \$670 to begin biking, including the price of the bicycle.

Cost of living

BY JEREMY KAHN
Staff Reporter

Clothes... Candy... Magazines... Music... Where do you invest your money? Students are devoting their spare cash to items varying from high fashion to high calories. Since money talks in the world of material girls and boys, here is what students and their money are saying.

"I spend most of my money on little things," said freshman Ido Ben-Shachar, "little things like candy or magazines. Little things add up."

According to a 1985 study by Teenage Research Unlimited, those little things add up to \$28 billion spent by teens each year, on items ranging from records to running shoes.

Music and entertainment:

Kids like to be entertained and the multi-billion dollar industries of music, film and video could not have been built without their support.

According to Jeff Sparks, manager at Severance Movie Theaters, 45 to 50 percent of their clientele are teenagers on a date or with a group of friends.

"It depends on the movie," Sparks said. "There are a lot of good movies that kids do not go to see. Instead, they choose to see a little Bill and Ted type of movie."

Some students claim to spend as much as \$800 a year on music alone, with their average purchase close to \$20 for tapes and compact discs. Others support the industry by watching hours of MTV, videos and movies.

Clothes and cosmetics: "I spend about \$1500 to \$2000 a year on clothes,"



Dig in...

Without digging your pockets

BY MATT LAZARUS
Advertising Editor

After looking at the menu at the new "Amethyst Grill," at Van Aken Center, I can only say that it is a restaurant to go to after Prom, not after school. The restaurant looked nice, with large rock crystals decorating the walls, but because I made such a hasty departure after seeing the prices, I can not rate the quality of the food. Instead, I went across the street to "Noggins," also at Van Aken Shopping Center.

At "Noggins," the seating was prompt, as was the service at the table. The restaurant was a little bit too noisy, but the atmosphere in all other respects was pleasant. Glancing over the menu, I was relieved to see that the prices were reasonable.

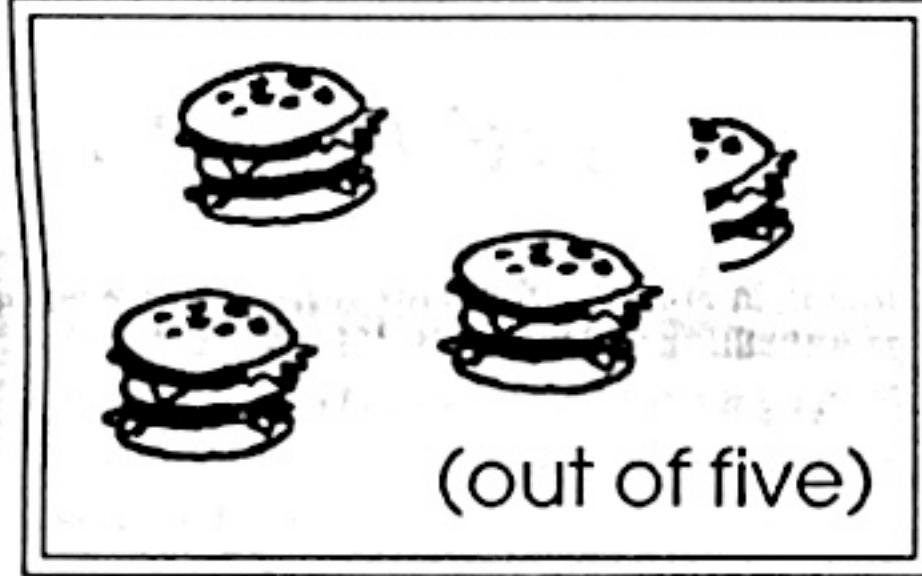
"In addition to all this you won't have to pawn your clothing or spend the night in the washroom to pay the check."

The initial appetizers were somewhat of a disappointment. The Ranch Fried potatoes looked like McDonald's french fries, tasted half as good, and cost twice as much. The Mexican seafood salad was also mediocre. It contained somewhat bland shrimp and swordfish as well as green and black olives, peppers and leafy green lettuce. It was smothered in a cuman spiced sour cream dressing and left me wondering if "that was it?"

The entrees were much better. The club sandwich, made with turkey, bacon, and mayonnaise on toast, was moist and very tasty. The coleslaw served was also good. The ham and swiss cheese omelette was light and fluffy and generously filled. Both dinners were satisfying and pleasurable.

For dessert, I sampled both the French silk pie and the double chocolate raspberry square. The silk pie, made with a very rich, cool chocolate, a thin pie crust, and topped with whip cream, was excellent. My only complaint was it's overly frozen texture. The equally rich double raspberry square was delicious. It is a cool white chocolate layer covered with a light brown chocolate one on a graham cracker crust. The entire square had a raspberry flavor to it. Though I did not try it, the waiter also recommended the pecan pie, which he said was almost as good as his grandmother's: "the best in the universe."

The meal was enjoyable and while I do not recommend the salads or the Ranch fried potatoes, the entrees and especially the desserts, are well worth sampling. In addition to all this, you won't have to pawn your clothing or spend the night in the washroom to pay the check.



New Jersey principal goes Hollywood Clark rules with a hard hand



BY KRISTIN MCGOVERN
News Editor

It's enough to make Harlem look like a fairy tale...the graffiti in the hallways and the blasting jam boxes are only the beginning. Stretchers rush in to save bloodied, battered bodies, rapes in the bathroom are far from rumor and exchanges

of money and drugs are part of the routine.

Most appropriately, the opening song is "Welcome to the Jungle" and the movie is "Lean on Me." It's a true story centered at Eastside High in Paterson, New Jersey, the home of fights, drugs and lower education...until "Crazy Joe" Clark arrives.

It's far from a typical heroic story, though authoritarian Joe Clark (Morgan Freeman) does take on more than humanly possible. After being fired from Eastside High in 1967, when the school was sane, Clark was invited back to Eastside as principal in 1987, in an at-

tempt to save the school.

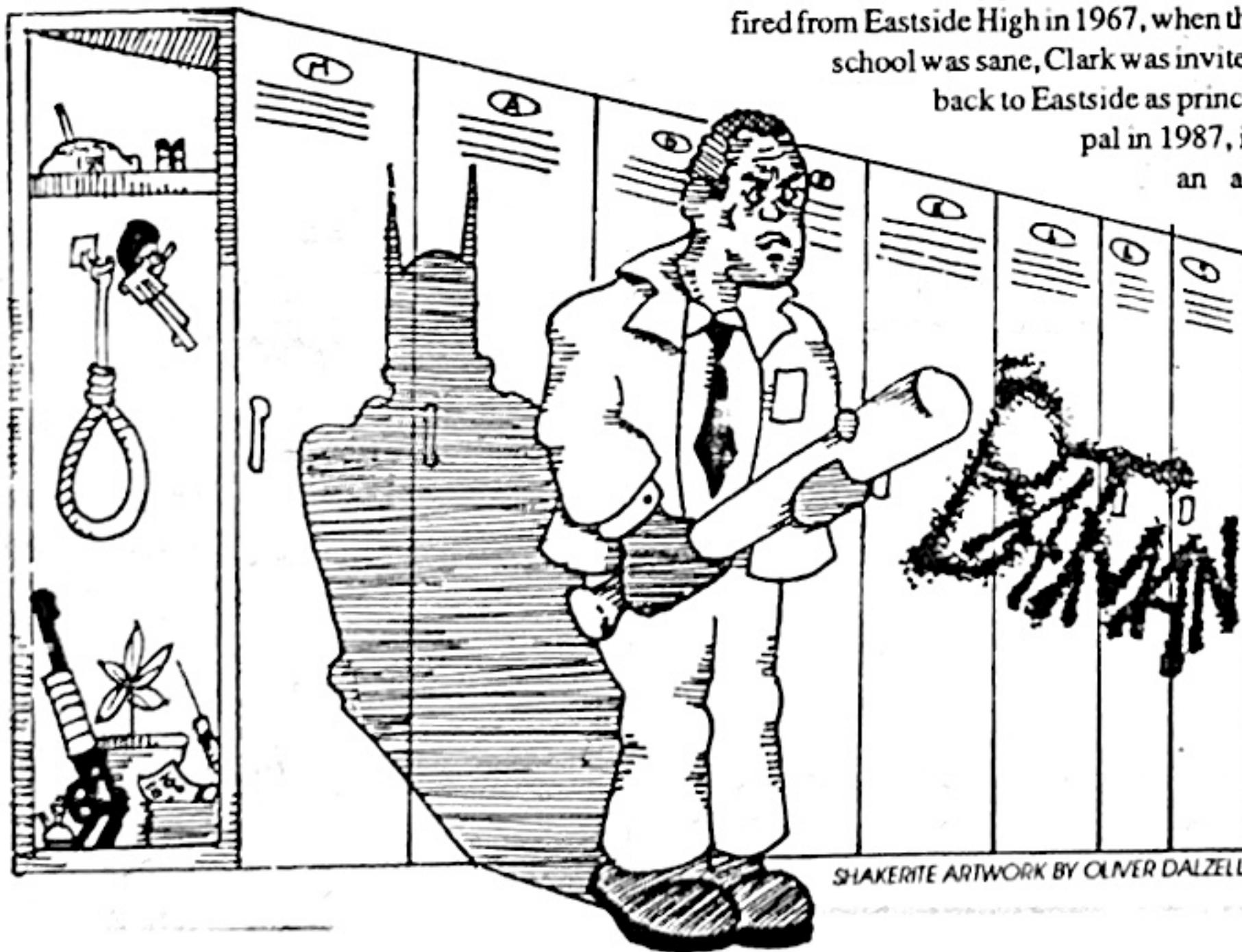
He entered the hellish school with a sergeant's mentality and a baseball bat. He was tough, tougher than the school itself and the students were believably intimidated. He began by kicking out the drug addicts and criminals who were polluting the school. He declared himself dictator and mandated new policies to erase the school's bad image.

His rules, however, were strict and too easily implemented. The usually savage, defiant students were soon changed into calm, eager pupils. Though this ripening was inspiring, it was rather unbelievable.

Clark influenced a new spirit in the school. Instead of "Welcome to the Jungle" and other fiendish tunes, Clark emphasized the school song and drilled students on it. This inspired unity in the school that the students had never known before. He also made the students immune to the harsh stereotypes often attributed to the inner-city school.

Clark played almost an "ideal" principal. Though his harsh and sometimes unfair punishments led to some disapproval, he was well-liked by the students and a personal friend to many of them. Just as soon as Eastside High turned from a crime-infested ghetto into an educational oasis, Clark turned from an intimidating dictator into a lovable father-figure. This change was both believable and inspirational.

The downfall of the movie arrived when



SHAKERITE ARTWORK BY OLIVER DALZELL

SHAKERITE



Poor taste can't spoil good sound

BY RYAN HIGGINS
Staff Reporter

Labeled as the hottest new hard-hitting rock n' roll band of 1988, Guns N' Roses, with their latest release has entertained and confused fans all over the nation.

Entitled 'GN'R Lies,' the album was not intended to be a follow-up to their multi-platinum debut LP "Appetite For Destruction," but more of a "present" to the fans. Its purpose is to tide them over until the "next proper studio release," which they are now beginning to record, said lead singer Axl Rose in an interview with Circus Magazine.

"Lies" brings out two very distinct sides to this fascinating and controversial new band. The first side consists of a re-release of the band's 1986 independent label EP "Live Like A Suicide," which displays their brash, uncontrolled electricity. Any one of the four songs on the EP sounds twice as hard and abrasive as anything heard on "Appetite." The hard life of a struggling underground rock n' roll band comes through in the EP. One reason for the reissuing was because of limited availability, copies of the original EP were selling for up to \$150.

The second side is made up of four newly released songs, done solely in acoustics. This came as a real surprise to many fans who ex-

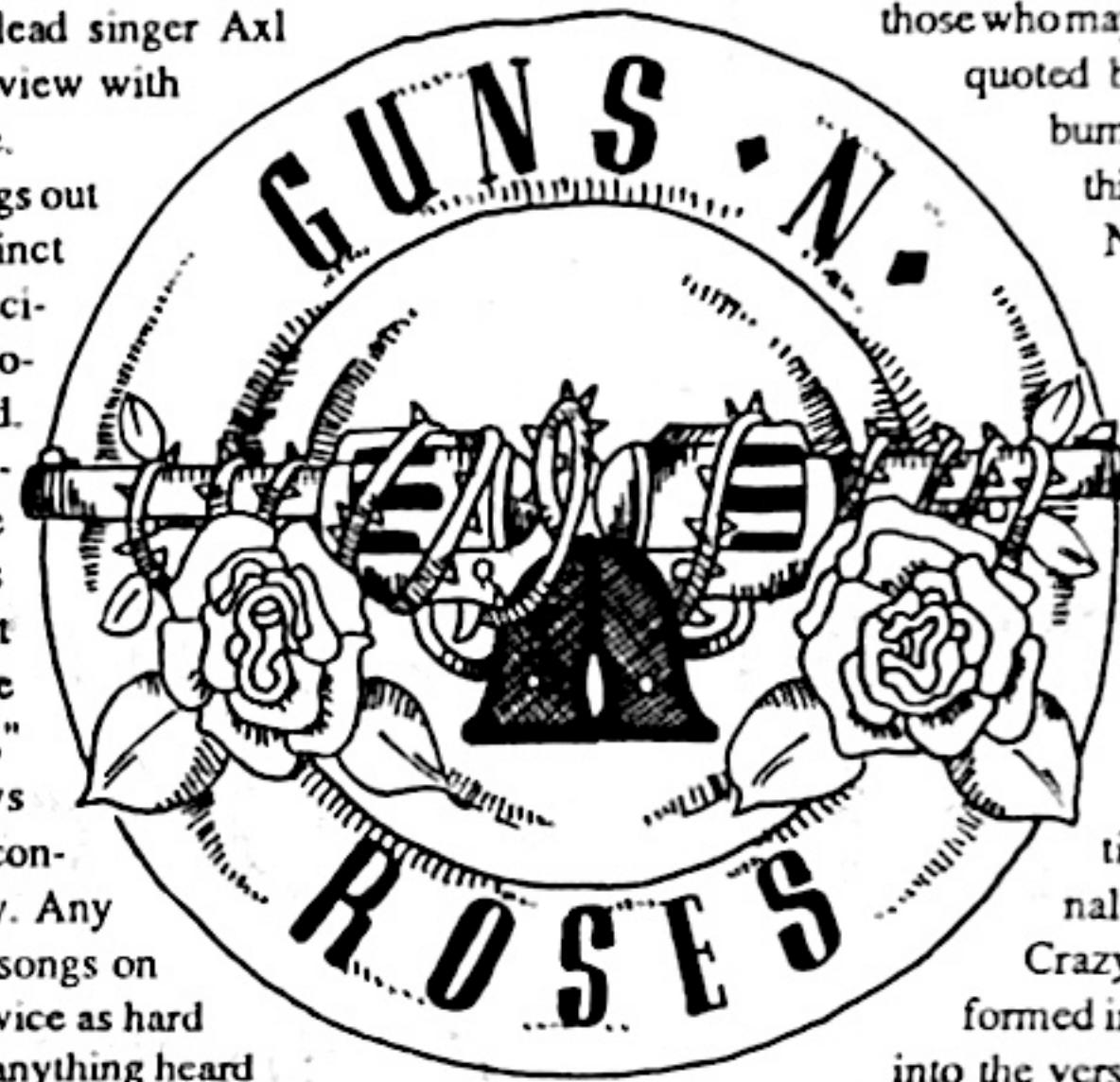
pected more of the solid rock n' roll heard on "Appetite." The acoustic side brings out Axl Rose's raw talent as a vocalist, and establishes the band as one of the top songwriting teams of the rock scene (they ranked fourth in that category in Circus Magazine's 19th annual readers' poll). This is most evident in the controversial "One in a Million," which is a brilliant song in all musical aspects despite its offensive comments against blacks, immigrants and homosexuals.

"This song is very simple and extremely generic or generalized—my apologies to those who may take offense," was quoted by Rose on the album's insert.

Despite this explanation, Guns N' Roses has received a lot of bad publicity for these and other lyrics, and have often been accused of promoting violence against police, teachers, and other authorities. Also on the acoustic side, is the original version of "You're Crazy," which was transformed in rehearsal and live into the version on "Appetite."

The acoustic version lacks the fast-paced metal of the "Appetite" version, but remains electric. The band makes up for the changes with a slower, smoother beat, and superb vocals. The song is not better off either way but it displays two sides to the band, capable of anything, from heavy metal to what is sometimes referred to as "folk rock."

SHAKERITE ARTWORK BY OLIVER DALZELL



Clark was taken to jail. This scene was unrealistic and ludicrous. His crime was petty and the scene was meaningless. It was a vain attempt of a loud-mouthed board member to get Clark fired. Predictably, all the students rushed to the jail and protested to free Clark and the antagonist board member was reputed by the students. Thus, the happy ending paid its visit when test scores arrived and for the first time, Eastside High passed the minimum competency test and shattered its inner-city school image. Needless to say, this scene was fictional and did not actually take place at Eastside High.

Overlooking the anticipated conclusion, the film was powerful, stimulating and generally convincing. The student actors were accurately portrayed as was the school. The principal, though a bit heroic, was strikingly real and the transformation he made was evidently more than a fairy tale.

As one viewer said, "It's about time someone recognized the success of minorities. This movie pays tribute not only to Joe Clark, but to all the black Americans who have fought to achieve."





PHOTO BY EVAN WEINSTEIN

We all know him, but what else is behind those glasses?

Substitute Ben Kristell shares his feelings

BY ALLISON MILLER
Staff Reporter

A grateful sigh of relief escapes from students' mouths when he is first seen. He is the man sitting behind the desk wearing a sweater vest and those familiar black-rimmed glasses as you walk into your history classroom. He has an uncanny resemblance to that guy who taught you how to steer during driver's ed. He takes attendance and then hands out an assignment or shows a filmstrip. He is probably one of the most recognized faces at Shaker, yet he is neither an administrator nor a full-time teacher.

He is Ben Kristell, a veteran teacher of 36 years who now spends much of his time substituting for the high school and the middle school. Despite his familiarity, relatively little is known about him.

Kristell spent 20 years teaching social studies at John F. Kennedy High School in Cleveland. After retiring, he began substituting for Shaker and Orange before deciding to substitute exclusively at Shaker, where he has been for the past four and a half years.

"I think the school population is quite vibrant," he said. "You have a lot of people of intellectual capacity. The students are challenging in terms of their brain power but we also have personality here. I think it is really a rich storehouse of talent."

As far as his own educational experiences, Kristell speaks of himself as an outstanding student. He graduated from John Adams High School in Cleveland in 1939 and received two B.A.'s from Ohio State University and an M.A. in history from Case Western Reserve University. He sees some similarities between students of his generation and those of today.

"We really liked our school, and we had a great class. A lot of Shaker students have similar attitudes that our John Adams students had at that time. Most of them really like school," he said.

Not everything stays the same, however,

and Kristell noted some of the changes he has seen in education.

"We've had a change in terms of ethnicity, racial composition, and to some extent, student interest: the change as far as quality of studying," he explained. "Unfortunately, a lot of the students in this era don't have the same motivation that students had when I went to high school."

Kristell addresses the problem of lack of student motivation as one of the biggest facing students and teachers alike.

"I think you really have to get the students to see that the learning process is something that is an advantage to them and for them. They've got to see their self-interest in it," he said. "People have got to see why they're learning, and what the advantages are, how learning is going to help them. If we can do that, we'll win. If we don't do it, we lose."

"I'm quite sure that there's no teacher who knows everything. Education is a kind of sharing process, and it should be mutually satisfying."

—BEN KRISTELL

As for students who insist on not learning and causing trouble, Kristell considers them to be immature, but not beyond hope. He says that most of them will grow out of it, but he sees discipline as a technique, a means of "guiding without irritating." He sees his power to assert discipline as somewhat limited because unlike a full-time teacher, he cannot really exert discipline through the grading system, the parents, or through the office. This, however, does not mean the situation goes unnoticed.

"I generally don't let anybody get away from a challenge," he said. "Basically I attempt

to maintain control. Students respect one who says something and means it. If he doesn't, they quit doing what he says, and things get out of control. By and large students respect me. I don't think I could stay if they didn't. I've seen students run teachers out of buildings. It happens when the teacher just can't exercise control. I try to avoid any problems with students unless they challenge me. If they challenge me, then I have no choice. I generally warn a person, tell him his behavior isn't proper for the situation. I'll warn him two or three times, and if he doesn't live up to it, I'll have to clamp down, either by calling the office, or taking him out into the hall, or doing something."

Beyond his involvement in teaching, Kristell was also an inventor for 10 years. Inventions to his credit include a portable brake for cars and two machines for teaching reading and other subjects. He was able to market these inventions across the country by mail.

Kristell is also committed to improving the living conditions of the mentally retarded and the mentally ill. He works throughout Ohio and metropolitan Cleveland in this endeavor and speaks of the accomplishments dealing with this aspect of his life as among his best achievements.

Although he is retired from regular teaching, Kristell says that he plans to continue substituting because it does have its high points.

Recalling a bright moment in substituting for a Shaker English class, Kristell said, "We got talking on the subject of what a soul was. After they discussed it for some time, the bell rang. Somebody asked me what a soul was, and I started to tell him, and to my amazement, not a single one of them got out of his chair. They all sat there to listen until I got through."

Kristell says that one lesson he has learned from students is "a little humility. I'm quite sure that there's no teacher who knows everything. Education is a kind of sharing process, and it should be mutually satisfying." ●

LADDER TO SUCCESS

BY AMY ROSEWATER
Editor-in-Chief

Ask senior Josh Berger when he hears from colleges and he'll give the exact number of days left. He has it programmed on his watch.

While several students have already heard from colleges, the bulk of admissions responses from colleges are about to arrive.

The following is the final part of a two-part series on preparing for college aimed at those of us who have years to count down rather than days.

SENDING APPLICATIONS:

Students should send letters or postcards in late summer asking for applications from colleges they wish to apply to. A sample letter can be found in the second "What's Next" booklet, a college guide provided by the guidance office. After getting the application, one decision which may need to be made is whether or not to apply early.

One disadvantage of applying early is that it rushes the process. The student must have his essays ready to go and have all his tests taken. But it does ease all the anxieties of waiting until March or April to hear. Another advantage is that it lets the college know that it is your first choice, said counselor Eileen Blattner. Guidance department head Jeffrey Lewis said, however, that early decision is "no real help in admission."

Some schools accept applications on a "rolling basis." This means that the school tells the student its decision four to eight weeks after receiving the application. Blattner stressed that one must get "rolling" applications in as early as possible, before the school begins to fill up.

The guidance department expects a student's first college application to be turned into the office at least three weeks in advance so the high school can process the application.

RECOMMENDATIONS:

"Think of us as your agents—you're a product that we're trying to sell," said Lewis.

Students need to hand in an autobiography and a list of activities to their counselors so the recommendation can be more personal.

As simple as this may sound, counselors say that students should ask for recommendations from teachers who "like them." Students should give their teachers enough time to write up a recommendation and provide their teacher with a stamped, addressed envelope.

FINANCIAL AID:

Financial Aid Forms [FAF] arrive at the high school in early December. Students may obtain an FAF form or FFS [Family Financial System] form from the guidance office. The FAF form must be sent to Princeton, New Jersey; the FFS to Iowa City, Iowa, after Jan. 1. In early January, there is an annual financial aid workshop, which the guidance office organizes. If a student is applying to an Ohio or Pennsylvania school, he must also obtain an Ohio Instruction Grant form [OIG].

To help students get more money from colleges, counselor Kenneth Looney is preparing a book of scholarships, which will be finished by the end of this year.

This tangled web of due dates and test taking can be confusing. Hopefully this guide will relieve some of the inevitable tension.



Take a breather...outside

COMMENTARY

BY RANDI SCHMELZER
Staff Reporter

Not long ago, I walked into one of our school's delightful women's restrooms, only to be greeted by an array of sights and smells that I thought only existed in cheap lounges on Kinsman. There was a jamboree of young females dancing to music emanating from a simulated wood clock radio, drinking melon-flavored wine coolers to quench whatever early morning thirst they had. Within 10 seconds, I had been completely engulfed in a cloud of dense cigarette smoke.

"Well, that's why I hardly ever go to the bathroom at school," said senior Amy McCoy upon hearing this tale. "You walk out and smell like smoke."

Apparently I'm not the only student to have experienced the excitement of the Shaker Toiletry Nightclub scene. And I thought I knew something you guys didn't.

Adults often say that teenagers smoke because it makes them feel cool or older, or maybe they are trying to impress their friends. It seems to me, however, that there must be something else behind this madness, some other reason why students risk in-school suspensions, cancer of the lip and ineligibility for senior project. Supposedly one cannot even legally buy smokes until one reaches the age of 18. Hence, another risk is involved for those of us who do not look mature enough to purchase cigarettes on our own—sneaking around and printing up fake ID's. All this hassle plus a buck-35 just for 20 very crushable nicotine sticks. Come to think of it, after all that, you probably deserve a smoke.

This is precisely the point. Cigarettes are legal. As long as students refrain from smoking inside the building itself, it is their choice to make. Teachers are permitted to smoke inside their lounges, surely students should be permitted to smoke outside. It is, after all, better than smoking other substances.

"They can get blackened lungs if they want to, and it's no concern of the school. We are here for academics, not smoking."

said senior Erika Jordan.

Correct me if I am wrong, but I do not see smoking as interfering with school work. Students tend to smoke to relieve stress, stay alert or keep their weight down. Even if it is simply for the taste, the brief caffeine high they might receive or just the powerful desire to look cool, the general opinion is that restrictions will not work. If the administration chooses to crack down on students who want to take a break for a bronchial-spasm-inducer, these students say they will just have to go farther away from school. In this case, taking a brief stroll in order to get a smoke will only result in another Shaker no-no—possible tardiness. I am certainly not condoning the practice of cigarette smoking, but perhaps security ought to leave that issue up to the parents and pay more attention to say, eating in the hallways.

Counselor Robert Annandale feels smoking is a "worthwhile thing to hassle kids about." He cannot imagine a youngster growing up without rebelling, and if rules and regulations are not set up to create blockades against this rebellion, then there will be nothing for the students to go against in the first place. Sounds like a good reason to me.

Smoking, like most teenage activities, however, will probably not end simply upon adults' disapproval and restrictions.

"It doesn't mean you're not going to smoke," said junior Meredith Schneider when asked about the school policy restricting smokers from school grounds. "It just means you're going to be more secretive about it."

I guess where there's a pack of Dairy Mart matches and a fresh cigarette, there is a way.

Now I do not particularly enjoy watching 17-year-olds hang out at bus stops late at night, waiting for someone to come along from whom they can bum a smoke. And I dislike having the Metroparks littered with more cigarette butts than leaves; but I would much rather see students smoking outside the school than spitting or picking their noses. It is a state law here in Ohio that smoking is prohibited in high schools, so no matter what anyone's opinion is, this is how it is going to stay. Besides, rumor has it that security guard Nancy Johnston can "smell smoke a mile away." Police officer Dave Chips would also like to add that it would be advisable

for students to "stop smoking at the north east corner of the building by the science wing, and at the Parkland bricks." So just a friendly piece of advice for those of you considering a smoke rather than homeroom next week—do not go to these choice areas.

In conclusion, if there are going to be smokers, which of course there will be, we might as well treat them with a bit of respect, for some are feeling neglected. After all, it is not as if they are bludgeoning anyone with their disposable Bics.

"The smokers of Shaker have long been an alienated group; they should be more incorporated with school activities such as pizza sales and the organization of After Prom," said senior and student-smoker-sympathizer, Jeffrey Resnick.



SHAKERITE ARTWORK BY RICK SMITH

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Some difference:

'23 graduate compares his 'no problem era' to the 80's



BY AMY ROSEWATER
Editor-in-Chief

"Well, this is something else," he said as he glanced at the Feb. 10 issue of the Shakerite.

He should know—he was editor-in-chief of the Shakerite in 1921 and 1922.

Kenneth Nicola, now an attorney downtown and a resident of Beachwood, graduated from Shaker in 1923. According to Nicola, originally all Shaker students went to Boulevard. In 1919, the high school, now called Woodbury, was built. Woodbury housed both the junior and senior high school students. The present high school was built in 1931. There were a "couple hundred" students there for

all six grades, he said. The class of '23 had only 35 students. Today, total enrollment is about 1650.

In an age associated with Great Gatsby parties, drinking and reform, Nicola stressed that the '20's was a very "normal" time, and that he lived a very "normal" lifestyle. He claims that he lived his teenage years in an age of "no problems."

The Shakerite, which consisted of about three members and was distributed about three times a year, reflected this "no problems" era.

"Hell, [the Shakerite] didn't cover things like AIDS. We didn't have AIDS then," he said. "We didn't have to worry about integration [referring to the centerspread in the last issue] in those days."

In fact, Shaker at this time was 100 percent white. Today, according to Shaker Heights registrar Beverly Mason, October statistics show that Shaker is 51.42 percent black, 46.56 percent white, 1.33 percent Asian and Pacific Islander and .66 percent Hispanic.

Even though Shaker's student population during the early '20's was homogeneous, Nicola said, "I always tried to be friends with everyone, regardless of race or religion."

Nicola also commented on Shaker's improvement in athletics. He watched the recently televised boys' basketball game and recalled a game Shaker played against Rocky River in the basement of a church. The team shot underhand and the score was 20-11. Shaker won.

"Athletics weren't as good in those days. If we scored 20 points a game it was a big deal," he said.

Nicola, manager of the 25 member football squad in his senior year, said that the football team was the biggest team at Shaker then. The now traditional Heights-Shaker rivalry was, although in its beginnings, prevalent.

"Oh yes, there was a rivalry. Heights was much bigger and usually beat us. Ironically, his wife, Margaret, whom he married in 1932, graduated from Heights. One of his three children now lives in Cleveland Heights.

Going to football and basketball games and dancing at school dances held in the gym every school day at noon were the main social activities then, Nicola said. Teens during the early '20's did not "go out" much, and they did not drink as much, he said.

"We lived a much simpler lifestyle," said Nicola.

With a half burnt cigarette casually dangling out of his mouth, Nicola flipped through the yearbook, called "The Greenback," and he quietly commented on the number of his classmates who are now dead.

"Sixty-five years—that's a lifetime for some people," said Nicola, now 82, about 65 years after he graduated high school.

After Shaker, Nicola graduated from Denison University and then earned a law degree at Western Reserve University. Nicola also participated in churchwork and politics.

Looking back on his accomplishments, Nicola shrugged and said, "Nothing is important. I just try to be a good husband, father and lawyer."

His message to teens today, is, like his upbringing, simple: "Take advantage of what is offered...Do what you think is right."

Nicola said he feels that there has been much educational progress at the high school level since he graduated.

"Kids learn more in high school than we did in college," he said. "There's been great progress."

The gray haired man sat with his legs crossed while the cigarette's ashes piled up in the ashtray.

"I've always been a great believer in the young people," he smiled. "They'll get along."



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Skaters hunt for winning combination

Inexperience puts team on thin ice

BY BRIAN RESNIK
Staff Reporter

Overshadowed at Shaker by the 19-2 basketball team, a wrestling team that went 9-5-1 and a swimming team that saw some of its members go to states is the Raider hockey team.

At 6-15, their record wasn't very impressive, but the squad gave the 15 sophomores valuable experience for next season. One problem the team had this year was a lack of experience, according to several players. Fifteen of the team's 27 members were sophomores, and they had only four seniors.

According to sophomore Brandt Butze, the area where inexperience was most apparent was at the defensive positions, particularly at goalie. Brian Frerichs and Matt Pierce, the starting goalies, were both sophomores and first-year players.

Another difficulty that the team had was a problem with penalties, according to head coach Mike Bartley. Bartley said that these penalties occurred at key times in the game, and that allowed the opposition to score too many power play goals. He also said penalties can be attributed to the team blowing some close games.

The losing season became frustrating for some players.

"When you lose a lot of games, it gets quite

frustrating," said Frerichs, "especially when we lose to teams that we know we can beat."

"It was frustrating because we came so close in so many games," said sophomore David Joseph.

Bartley disagreed, saying the season wasn't frustrating because they won games that they should have and lost to teams that were better than they.

Inconsistency is something that plagued the team all season according to some players. The reason for this is that the team revolved around senior Richard Robinson, according to Frerichs.

"When Richard Robinson played well, the team played well. However, a team isn't going to succeed just because of one player," said Frerichs.

Bartley said that the team was not inconsistent and the only problem was that the team could not score enough goals sometimes.

Since the team will lose only four seniors, Bartley thinks that the team is loaded with potential.

"It all boils down to their maturity," said Bartley.

In order to be more successful next year, Bartley and the players agree that the team must become stronger, faster and more mature. Bartley says that this is a gradual process, but they will be competitive next year.

Next season, the team will lose their co-

captain, and according to Bartley, most explosive player in Richard Robinson. Bartley says that they will have to rely on more of a team effort, referring to such players as Butze, Joseph, junior co-captain Nate Saddler, and sophomores Ethan Skerry, Jimmy Woodring, Chuck Balasz and Andy Zenhal.

"It all boils down to their maturity."

—MIKE BARTLEY

Bartley said that he hopes to make definite lines next season, something that he could not do last season because he could never find the right combinations. Last year, only one line stayed the same all year.

Another minor change will be the goalie situation. This year, Frerichs and Pierce alternated games, but next year they will also share time with a freshman goalie, according to Bartley.

For next season, Bartley sees a close knit, competitive team who will have to work hard. Over the next two years, many people think that the team will greatly improve, and Butze and Joseph think that the team will be among the top in the state.

1988-89 Hockey Wrap-Up

Shaker	5	Kent	4
Rocky River	4	Shaker	3
U.S.	8	Shaker	1
North Olmsted	8	Shaker	3
Padua	7	Shaker	2
Shaker	4	Garfield Hts.	3
St. Joseph	7	Shaker	4
Trinity	6	Shaker	5
U.S.	3	Shaker	1
Shaker	9	Kent	0
Shaker	8	St. Ignatius	4
Shaker	7	Rocky River	5
U.S.	6	Shaker	0
Trinity	6	Shaker	3
St. Ignatius	5	Shaker	2
Cleveland Hts.	5	Shaker	2
Shaker	8	Brooklyn	7
St. Joseph	4	Shaker	3
St. Edward	13	Shaker	4
Cleveland Hts.	6	Shaker	3
North Olmsted	7	Shaker	0

Overall: 6-15
League: 4-11

Coach: Mike Bartley
Asst. Coach: Jerry Graham

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After Six
COUTURE COLLECTION

BY MATT LAZARUS
Staff Reporter

Relying on the strength and will power that had characterized him throughout the season, senior John Smith won his final match of the Ohio wrestling tournament to finish third in the state. This was the highest finish of any Shaker wrestler in almost 20 years, and Smith posted an incredible 31-4 record.

"It was sheer determination," said coach John Schwartz. "John reached the culmination of a four year dream. I'm glad it happened to such a hardworking kid."

"It was sheer determination. John reached the culmination of a four year dream. I'm glad it happened to such a hard working kid."

—JOHN SCHWARTZ

In many ways, Smith's success parallels that of the entire wrestling team. This year, five wrestlers qualified for the district tournament; more than ever before. They were seniors John Smith and Josh Nathanson, junior Tony Taylor, sophomore William Knight and freshman Peter Nathanson.

The team also posted a 9-5-1 record, having faced some of the toughest schools in Greater Cleveland.

The junior varsity and freshman teams also had impressive seasons, and junior Parker Adrine predicts next year's team to be "power packed".

Peter agreed and assured that he would

Smith's third place finish caps off strong wrestling season



BEST IN OHIO. Senior John Smith (second from right) stands to receive his award as the third best 145 pound wrestler in the state. Smith had the highest finish in almost 20 years of Shaker wrestling. PHOTO BY STEVE KLEMAN

remain at Shaker to contribute to that team.

According to Schwartz, much of this year's success can be traced to the hard work the wrestlers put in over the summer.

Sophomore William Knight agreed and

added, "We lifted and we went to wrestling camp to be one of the best teams."

Adrine said, "We busted our butts there and it really paid off during the season."

There is a mutual agreement of the team that

no one worked harder than Smith. After a painful loss in the sectional tournament due to an ankle injury that cut his season short last year, he dedicated himself to making it to States and placing this year.

"I felt like a total loser after that loss, and for a while just wanted to quit," said Smith.

But Smith did not quit, and instead dedicated himself even more intensely to the sport.

He lifted intensely over the summer, went to one of the hardest wrestling camps in the nation and wrestled with many of the best wrestlers from the best wrestling schools.

Coach Dave Sedmak expressed how greatly John's hard work benefited the entire team.

"When one kid gets stronger and better, he improves himself, but by wrestling other people on the team, he makes them better too. John did that. He's an outstanding team leader."

Adrine said, "He's the one who led us all year, and he's the one who always gave pep talks."

Smith, himself, stressed his gratitude for the support he had received from the rest of the team and the coaches.

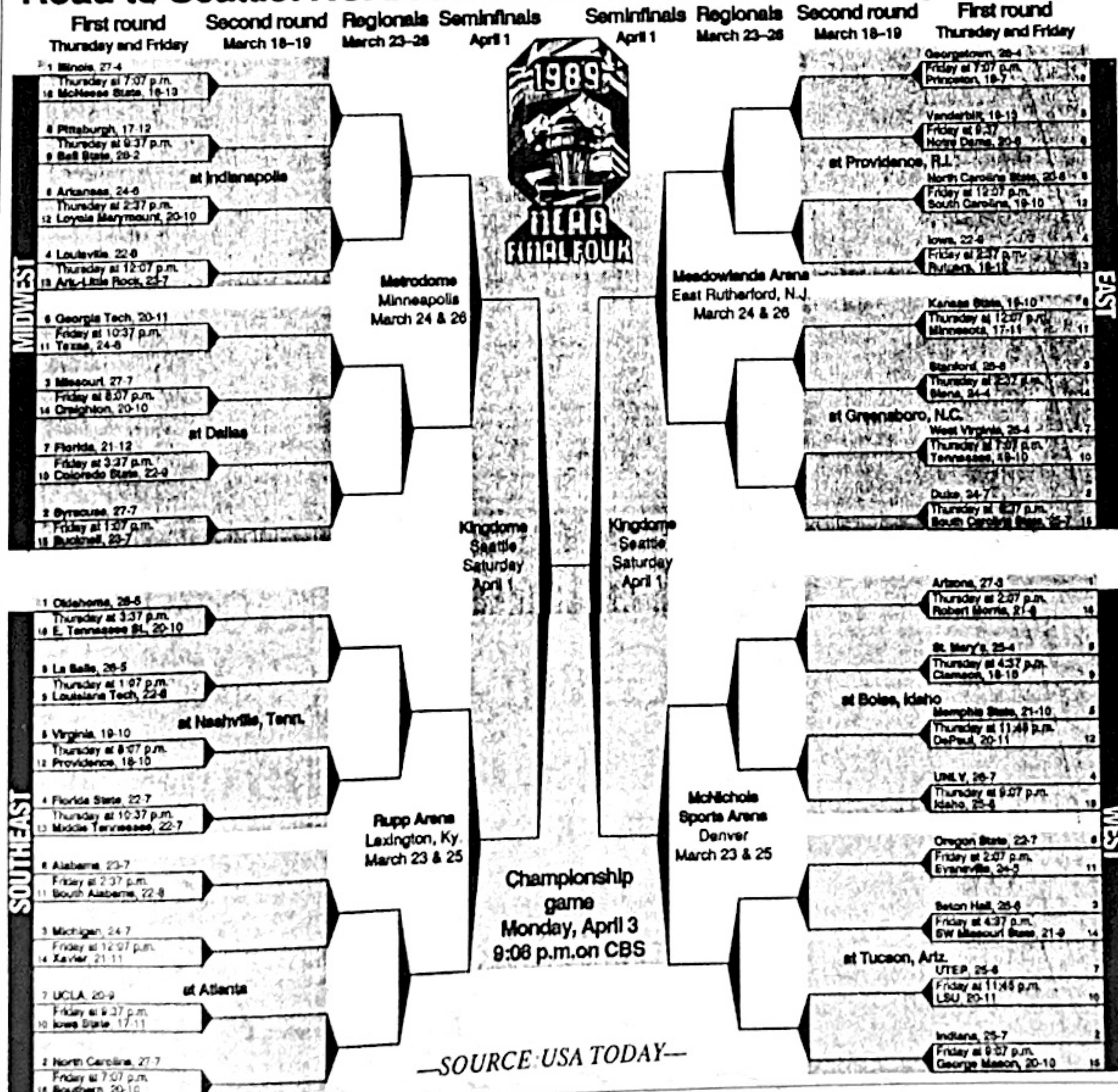
"I could not have done it without the backing of the team," said Smith. "They gave me the encouragement that I needed to reach my full potential."

Many wrestlers would have been content merely to place at the state tournament. Smith, however, wrestled his final match with as much intensity as the very first, according to teammates and onlookers.

He said of fourth place, "I would have been satisfied, but I wouldn't have been happy."

In fact, Smith was disappointed that he never got a chance to wrestle state champion Gregg Genovese of Solon. After winning his third place finish, Smith walked calmly and without a show directly off the mat, just as he had always done, according to teammates.

Road to Seattle: NCAA Div. I men's basketball championship



Tournament tournament: Pick winners, win recognition

the SPORTS COLUMN

SHAKERITE

BY JOHN-PHILLIP NEILL
Sports Editor

With the NCAA basketball tournament starting tomorrow, you have probably been approached by a number of people offering you a spot in a betting pool for a dollar or two. But I never liked fork up a buck I knew I would never see again, so I thought I would make an official Shakerite prognosticating challenge at no cost for those who enter.

All you have to do is fill in your winners on the blanks all the way to the final, and fill in your answers to the special questions below. Then read the material on the back of this page, cut out the entire section and turn it in with your name to room 224 or to the stand set up in the cafeteria during lunch periods Wednesday. Be sure to turn it in by 1 p.m. Thursday, or your entry will not be taken.

Rules are as follows:

- 1 point for every correct pick to advance from the First round.
- 3 points for every correct pick to advance from the Second round.
- 5 points for every correct pick to advance from Regionals.
- 8 points for every correct pick to advance from Semifinals.
- 15 points will be awarded for a correct championship pick.
- 5 points will be awarded for each correct answer below.

How many dunks will be slammed home in the championship game? _____

Who will be player of the year? _____

How many lead changes will there be in the Final? _____

How many points will Princeton lose by in the first round? _____

What will be attendance to the nearest thousand in the Kingdome? _____

The lucky winner will be recognized in the Around the Oval section of the next Shakerite, and receive a certificate for one free piece of pizza at every Shakerite pizza sale for the remainder of the 88-89 school year.

STRENGTH AND SPEED

Nine members of the girls' swim team proved their strength and speed at the North-Northeast district meet and qualified for the state meet in Canton.

The team finished second at the district level behind Hawken. Coach Ernest Welsh was named girls' district coach of the year.

Senior captain Alayne Gordon swam the 100 and 200 free at States and Erin Melley swam the 500 free. Juniors Fran Gambetti finished fourth in the 50 free and eighth in the 100 fly at the state level; Stacey Boland swam the 50 free and Stephanie Sexton swam the 200 and 500 free. Sophomores Kristin Grant, Maggie Manning and Jennifer Sullivan also swam at states.

The 400 free relay, consisting of Gordon, Sexton, Manning and Boland finished fifth at States. The team finished fourth overall. Hawken became the state champion team.

Grant, Gambetti, Gordon, Manning and Sullivan will swim at the Junior National Qualifiers in Florida later this month. Six seniors who have swum on the team for four years will leave the team this year: Gordon, Melley, Tracey Hardin, Brenda Merhige, Mary Shimp and Jill Spitz.

SHAVED DOWN

During the week of Feb. 20, students' eyes turned from scanning the computerized cafeteria board to the shaved heads of the members of the boys' swim team. After blasting its final foe, Parma, the team, complete with mohawks and heads shaved with arrow designs, was set to swim at the district meet held at Cleveland State University on Feb. 25. The team finished 14th overall and only senior Tom Hungerford qualified for the state meet held in Canton March 3. Hungerford broke both the school record and the

Baseball team heads for Florida beach; girls sprint to fourth place finish

AROUND THE OVAL

SHAKERITE

STICKING IT TO THEM

In the past, as spring rolled around, most girls thought about participating in softball or track. Now, many of them are considering lacrosse.

The concept of a girl's lacrosse team has been floating around the school for a long time, but this is the first time it has been organized.

Junior Rebecca Baker began organizing a group of about 27 girls in the fall.

As of now, they have worked on planning the season, getting equipment and have started conditioning.

The coach, Marian Lauer, played lacrosse at Laurel and was captain of the team for two years. She also played at Boston University. Lauer accepted the job because she wanted girls to have more athletic opportunities open to them.

The girls are planning bake sales and car washes to raise money for the equipment.

"As of now, nothing is definite. We are still looking for a practice field," said Baker.

FLORIDA ROAD TRIP

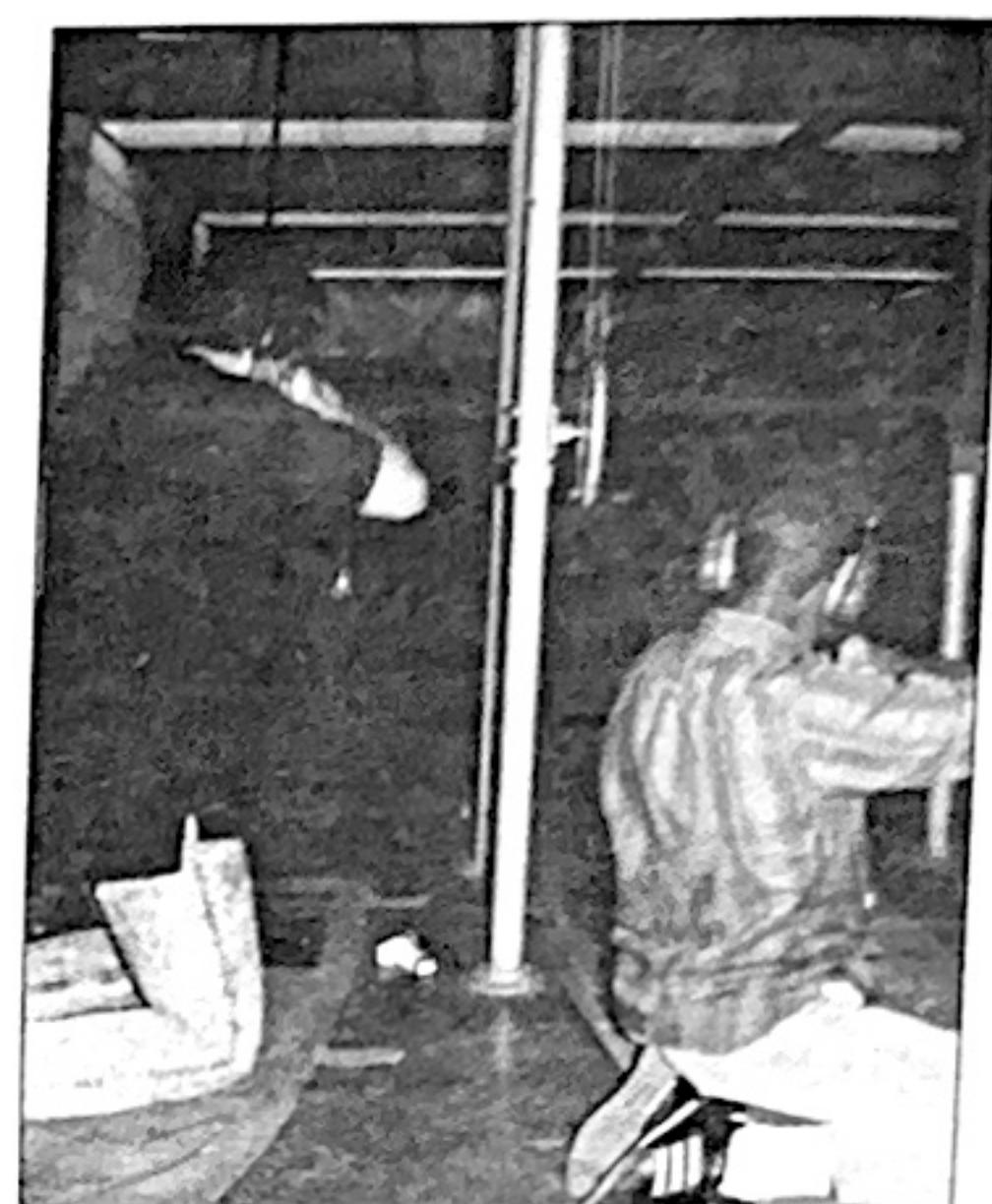
The varsity baseball team will be going to Cocoa Expo, a spring training center attended by high school and college teams across the country, at Cocoa Beach, Fla., this spring break.

Coached by social studies teacher Charles Longo and Dave Rainer, the team will play Euclid, Cincinnati Academy of Physical Education (C.A.P.E.), Worthington, Ohio and Bridgeport,

Conn. These games will count in the team's regular season record.

The team raised funds for the trip through a raffle, the annual 100-inning marathon and donations.

The varsity squad consists of seniors Brent Blackwell, Anthony Garvin, Alan Greenberg, Clark Khayat, Andy Miller, Josh Nathanson, Larry Simpson, Phil Turner, Jon Tuthill, Kevin Valentine and juniors Raleigh Guice, Jonathan Hurwitz, Sean Mee, Mike Melamed, Craig Melograno and Nate Saddler.



STEADY HANDS (From left to right) Sophomore Jason Saini and freshman Arneer Rahman practice at the rifle range. PHOTO BY MIKE MODICA

ON TARGET

If you are ever roaming around the basement of the school and here several gunshots ring out, chances are it is not a band of criminals settling a score, but instead, a group of kids trying to improve their marksmanship. The school's rifle club, advised by Lt. Gary Johnston, a security guard at Shaker, usually meets two times each week in the rifle range located behind the boiler room in the basement. The seven regularly attending members do not shoot against anybody competitively, but they do work towards individual awards. These awards range from pro-marksmen, the easiest, to expert, the toughest. The guns used are .22 caliber rifles. It is too late to join for this year, but anybody wishing to join next year should talk to Johnston.

—FROM STAFF REPORTS—



TURNING HEADS (From left to right) Senior Rob Klein, sophomore Mark VanArsdale, senior co-captains Bruce McQuillen and Tom Hungerford, sophomore Mike Zemel and junior Mike Dawson display just a few of the unusual, yet traditional Shaker swim team hairdos, or lack thereof. PHOTO BY AMY ROSEWATER



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